

NEW YORK SCHOOL JOURNAL

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NEW YORK NORMAL COLLEGE.

THE Normal College had its origin in the necessities of the system of public education. It was long felt that in order to keep pace with the progress of the age, some plan of training teachers for their work was indispensable. For many years this thought was uppermost in the minds of all the earnest friends of the public schools. The establishment of a Normal School was discussed in the Board of Education as far back as 1855; but for various reasons the idea was not carried out until 1870. The Board of 1868 and '69 had purchased lots on which to erect a Normal School building, and had prepared plans for its speedy completion, when a change took place in the management of the schools which for a time interfered with the successful carrying out of the original design. A new Board of Public Instruction came into power in 1869; and one of its first acts was to

tied has been a great success, meriting the approbation and eulogium of the most distinguished visitors—both American and European.

The great demand for admission to the College emboldened the Board of Education to make application to the Legislature for an appropriation of \$350,000 for the purpose of erecting a suitable edifice. In the fall of 1873 this edifice was completed, furnished by over one thousand pupils.

The three Chairmen of the Committee to whom the college is so deeply indebted were Isaac Bell, William Wood, and James W. Farr.

ROOMS.

There are in the Normal College thirty recitation rooms—each 30 x 30; three great lecture rooms, each 53 x 37; a chapel 125 x 78, capable of holding 2500 persons, and with seats for 1600 students; a calisthenium 78 x 53; 2 drying

faculty of instructors for this important school. President Hunter brings a large and valuable experience, a thorough acquaintance with our system of instruction, and a hearty sympathy with teachers. He possesses well defined views as to the means to be employed so that the pupils of the college shall be enabled to go forth strong-handed, clear-headed, skillful and expert as instructors of children. He has given force, cohesiveness and unity to the work, and influence to be bestowed upon over a thousand pupils, and has won the cordial esteem, and hearty respect of the friends of education everywhere.

For what do we send our children to school? What is the best course of instruction for them to pursue? What work should be required of teachers? Such questions as these are asked everywhere by all thoughtful parents and



NEW YORK NORMAL COLLEGE.

make arrangements to establish a Normal School without waiting for the erection of a suitable building. Accordingly quarters were hired at the southeast corner of Broadway and Fourth street, and fitted up in the most simple way for the accommodation of those graduates of the first grade of the Grammar Schools who proposed to prepare themselves for the vocation of teaching. Laws were enacted, a curriculum of study established, and a suitable corps of instructors appointed. At the head of this corps the Board placed Mr. Thomas Hunter, at that time the principal of the largest and most flourishing school in the city, No. 35, in Thirteenth street.

On the 14th day of February, of 1870, the Normal and High School (as it was then called), went into successful operation. The name was shortly afterwards changed by act of the Legislature to that of the Normal College of the City of New York. From the very beginning the Institu-

rooms; 6 retiring rooms for instructors; President's offices and janitor's quarters.

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The success of the Normal College equals the hopes of its friends. No one now doubts that New York City needs just such an institution to give definite and professional instruction to the teachers of its Public Schools. The Board of Education has been fortunate in selecting a

friends of education. In answering them it will be necessary to look beyond school codes of law and the regulations of school boards. These may be superficial or arbitrary. What is wanted is a philosophy of teaching that will comprehend the true objects of education, and the best means of their attainment. When this shall appear we will not be surprised to find branches and parts of branches in the study of which much time is now spent by the pupils in our schools, displaced by others more useful and better adapted to the mental nature of the young; and nothing is more sure than that in a proper adjustment of the work of the school-room more attention will be paid to training and less to instruction.

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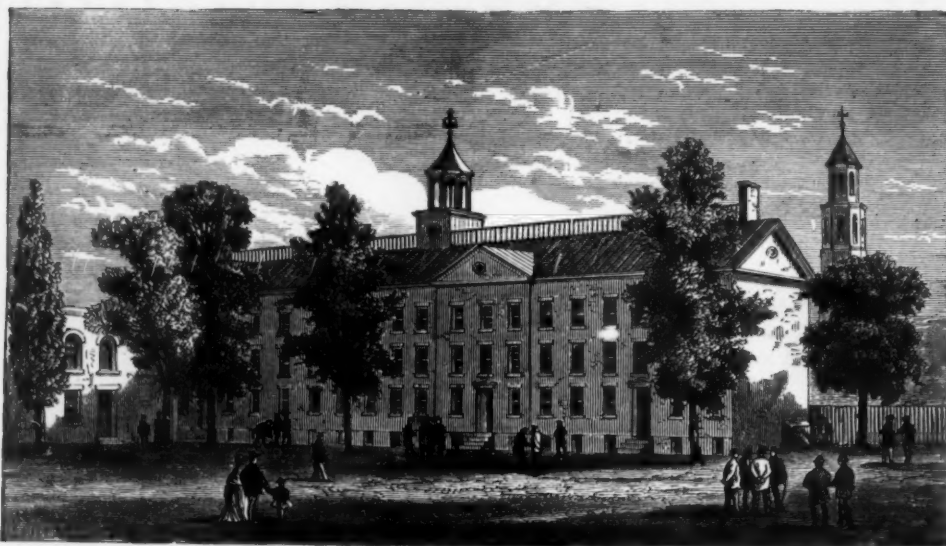
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No. 202.



"KEPT IN."



OLD KING'S COLLEGE.

Collegiate Department.

WILLIAM L. STONE, Editor.

All communications designed for this department of the paper must be addressed as above.

SKETCHES OF AMERICAN COLLEGES.

COLUMBIA.

We begin this week with the first illustrated article of the Series which we propose giving from time to time, on the American Colleges. Next week we trust to give one on Cornell University.

COLUMBIA COLLEGE, the oldest institution of learning in the City of New York, was founded about the middle of the eighteenth century. The province of New York at this period was divided in its religious views into two sects—the Episcopalians and the Presbyterian—the former being led by James De Lancey, and the latter by William Livingston. The Presbyterians, though outnumbering ten to one the Episcopalians, had not fairly recovered from the oppressions of the early governors—Fletcher and Cornbury; and they would probably have remained quiet, had not the Episcopalians, with great lack of judgment, stirred up anew the embers of controversy.

The people of New York, awakened to the importance of stimulating education, raised by successive lotteries, the sum of £3,443 for the purpose of founding a College; and, in the fall of 1751, passed an act for placing the money thus raised in the hands of ten Trustees. Of these, seven were Episcopalians, two belonged to the Dutch Church, and the tenth was William Livingston, an English Presbyterian. This manifest inequality in favor of the Church of England at once raised a well-founded alarm in the minds of the other sects, who very justly perceived in this an attempt to make the College entirely sectarian, by which only those in the Episcopal Church could participate in its benefits. Nor were they left long in suspense, for it soon became well understood that the majority of the Trustees were to have the College under their control, and were intending shortly to petition the Lieutenant-Governor for a charter in which it was to be expressly stipulated that no person out of the communion of the English Church should be eligible to the office of President. Far-seeing men uttered gloomy forebodings; and a belief soon diffused itself through the minds of intelligent dissenters, that this was only the foreshadowing of an attempt to introduce into the colony an Established Church.

This idea was, to a majority of the colonists, repugnant in the extreme. The union of Church and State, with its tithes and taxes, was, like the "skeleton in armor," ever present to their imaginations, stimulating them to the utmost resistance. Mr. Livingston, therefore, partially with a view to expose the evils of a College founded upon such sectarian principles, established a paper called the *Independent Reflector*. The articles which successively appeared from his pen on this subject were able and pungent. Under his lash the leaders of the Church party winced; and, in their agony, charged him with the design of breaking up the plan of any College whatever, and dreaded lest he should obtain a charter "for constituting a College on a basis the most catholic, generous, and free." These attacks of the Church party were returned with redoubled violence, and the controversy had now risen to fever-heat.

But the efforts of Mr. Livingston and other able writers to prevent the incorporation of King's (Columbia) College under these principles were fruitless; and Mr. De Lancey was accordingly granted the charter. Rev. Samuel Johnson, from Stratford, a worthy man, was called to the President's chair, and Mr. Livingston was appointed one of the Governors, in the hope of silencing his opposition.

The granting of a charter to the new College, however, had not utterly crushed out opposition to its obnoxious principles. The House still had the disposal of the money which had been raised; and the sectarians, having a majority, the Trustees were ordered to report their transactions by virtue of the Act under which they had been appointed. The latter accordingly, on the first of November, 1751, handed in two separate reports, William Livingston reading one, and James Livingston and Mr. Nichol the other. After the two reports had been considered, the House unanimously resolved "that it would not consent to any disposition of the moneys raised by lottery for erecting a College within this colony in any other manner than by an Act of the Leg-

islature hereafter passed for that purpose." Permission at the same time was given Mr. Robert Livingston to bring in a bill for incorporating a College, which he introduced that same afternoon.

The introduction of this bill astonished both Houses. It was vain to suppose that the Council would give its assent to an act so distasteful to its religious prejudices; nor was the Lieutenant-Governor likely directly to contradict the letters patent, which, on behalf of the Crown, he himself had granted; while the Assembly, composed chiefly of dissenters, dared not reject it. In this predicament, a motion was made by Mr. Walton—prefaced with the remark "that the subject was of the utmost consequence to the people they represented, with the respect both to their civil and religious liberties"—that the consideration of the bill be deferred until the next session, by which time the sentiments of their constituents could be obtained. This motion was gladly seized upon as the only mode which presented an honorable retreat from the position they had so hastily assumed, and was, therefore, immediately carried.

Soon after the incorporation of the College, Trinity Church presented it with all the land between Barclay and Murray Streets, from Church Street to North River. Upon this land the erection of a suitable College building was commenced, and on the 23d of August, 1756, the corner-stone was laid, and in May, 1760, the building was so far advanced that the officers and students began to lodge and mess there. The building which was then erected formed the central portion of the edifice in Park Place, occupied by Columbia College until 1857. Dr. Myles Cooper, who succeeded Dr. Johnson in 1763, gives the following description of the situation at that early day:

"The College is situated on a dry, gravelly soil about one hundred and fifty yards from the banks of the Hudson, which it overlooks; commanding, from the eminence on which it stands, a most extensive and beautiful prospect of the opposite shore and country of New Jersey, the City and island of New York, Long Island, Staten Island, New York Bay and its islands, the Narrows, forming the mouth of the harbor, etc., and being wholly unencumbered by any adjacent buildings, and admitting the purest circulation of air from the river and every other quarter, has the benefit of as agreeable and healthy situation as can possibly be conceived."

This building had a cupola, surmounted by an iron crown (see engraving on page 4), in honor of King George II., after whom the College was named. This crown was, at the time of the Revolution, sawed off and placed in the College

library, where it is still preserved. We give an illustration (page 4) which represents King's College as it stood just before the Revolution. It is copied from an old engraving in the College library. In those days the discipline was very strict, and great attention was paid to all points of etiquette. Among the old statutes we find the following: "If any student shall pass a Professor without lifting his hat, he shall be fined two shillings."

The College remained unchanged until the time of the Revolutionary War, when its exercises were necessarily suspended. The President, Dr. Cooper, was a Tory, and distinguished himself in many of the political contests of the day. Among his opponents was Alexander Hamilton, whom Columbia is proud to reckon among her alumni, though, owing to the troublous times in which he entered her walls, he was not enabled to complete his academic course. Dr. Cooper, having become very obnoxious on account of his political principles, was obliged to leave this country and flee to England, and the Rev. Benjamin Moore, afterward Bishop of New York, succeeded him as temporary President. But this office in a few months was rendered a sinecure in consequence of the College being converted, in May, 1776, into a military hospital. Most of the apparatus and books disappeared, but some seven hundred volumes, after having for many years been considered as lost with the rest, were found in a room leading off from one of the galleries of St. Paul's Chapel. The College library contained at the time of this dispersion many valuable works. All the Governors of the province had made donations to it; and these, together with the gifts of Dr. Bristowe and the Earl of Bute, and a copy of each of the books issued from the University Press at Oxford, had laid the foundations of a very fine and extensive library.

After the close of the war, an Act was passed, in 1784, changing the corporate name of the college, and placing the institution under the control of a body of officers styled the Regents of the University. Governor Clinton, as Governor of the State, became, *ex officio*, the first Chancellor. De Witt Clinton, afterwards so celebrated in the history of this State as the projector of its great system of canals, was the first student of the new university. But the plan of a university not being successful, three years afterwards the College was restored to its original condition, the name, however, being changed from King's to Columbia. The Board of Regents was continued, but after this time they had general supervision of all the educational institutions of the State. Dr. William Samuel Johnson, a son of the first President, was, by a singular coincidence, made the first President of the College under its amended charter. Dr. Johnson was succeeded in 1801 by Dr. Wharton, who, after a few months, resigned the position, and Bishop Benjamin Moore was appointed President. He had been the temporary President through the war. Under his charge the building was altered somewhat and enlarged. Mr. Harris succeeded him in 1811. During his Presidency, in 1816, the grant of the botanical garden of the late Dr. Hosack was made to the College, with the condition that it should be removed there within twelve years. But, some five years afterwards, this condition was rescinded. This piece of ground consisted of about twenty acres, situated between Fifth and Sixth avenues, and Forty-seventh and Fifty-first streets. It was laid out by the late Dr. David Hosack, and called the Elgin Botanic Garden. Here were gathered plants from all parts of the world, either exposed to their native elements, or protected in suitable conservatories. It was the only collection of the kind in the country, and consequently excited a very great interest among scientific men. Here Dr. Hosack, as Professor of Botany in Columbia College, delivered his lectures. The Doctor was a very genial as well as a very learned man, and it was always his custom to terminate his course with a strawberry festival, saying: "We are practical, as well as theoretical; the fragaria is a most appropriate element: Linnaeus cured his gout and protracted his life by strawberries." Dr. Hosack, after he was obliged to discontinue this garden, gave it to the State, by which, as we have already related, it was presented to the College. It now forms by far the most valuable portion of their property, and for the most part is already covered with magnificent mansions. What was then three miles out of town, and worth only two



COLUMBIA COLLEGE—PRESENT BUILDING.

hundred and fifty dollars an acre is now almost in the heart of the city and worth millions. In Dr. Harrison's Presidency the buildings were very much altered, two wings for Professor's houses were erected, and a new library and chapel. Soon after Dr. Harris's resignation, which occurred in 1829, that learned jurist, the Hon. William A. Duer, was appointed to succeed him. During his administration, many important changes were made in the course of study, and a new course established, open to all who chose to attend, called the Scientific and Literary.

Dr. Duer retained this position for about thirteen years, when he was succeeded by Dr. N. F. Moore, who, in turn, in 1849, was succeeded by the late Charles King. Soon after his election the Trustees began to consider seriously what should be done with their Botanic-Garden property. Though it had now grown to be quite valuable, it had not hitherto been made available, and had been a burden instead of a source of income to the College. It was finally decided to lease it, and it was soon after broken up into lots. This action gave a new impulse to the subject of removal, which had been long talked of, and was soon after rendered necessary by the proposed extension of Park Place through the College grounds. A number of sites were considered, but finally that now occupied by the College on Forty-ninth street and Fourth avenue, was selected as being at once accessible and somewhat retired. The buildings were those formerly used by the State Institution for Deaf Mutes. They are not very handsome, but they are substantial, and, on the whole, well adapted for the purpose. Since then two other buildings have been erected, one for a laboratory for the newly-established School of Mines, and the other a house for the President. After the removal of the College to the new site, the Trustees attempted to carry out the plan of a post-graduate course, but the project, though it met with the general approbation of the learned and scientific men of the city, never seemed to be received with the same favor by the general public. The lectures were very poorly attended, so that, after a few months, the trustees were compelled to discontinue them. March's lectures on the English language, which are now published in book form, were originally delivered in this course.

In 1858 a Law Department was created, under the name of Columbia Law School, and a building was procured for it in Lafayette Place, opposite the Astor Library. This School has been unusually successful; after an existence of only twelve years, it has upon its rolls nearly twice as many students as the Harvard Law School. Here, besides the ordinary courses of lectures, occasional courses are delivered on special subjects by some of the first jurists of the country. It already has a fine library, including the entire collection of the late Chancellor Kent, with many other valuable works.

The College is under the direction of a Board of twenty-four Trustees, of which the Hon. Hamilton Fish, our present Secretary of State, is the Chairman. Four of these are *ex-officio* members: the Rector of Trinity Church, the Senior Minister of the Reformed Dutch Church, the Senior Minister of the Presbyterian Church, and the President of the College.

The branch schools are managed by a committee of the Trustees, with associate members, except the Schools of Medicine, which has Trustees of its own. The whole Faculty of the College consists of the President, with seventy-two Professors and assistants, of which twenty belong to the School of Letters, or the College proper, and the remaining fifty-two to the associate schools.

The present President is the Rev. Dr. Barnard, who succeeded Dr. King in 1864. He was for many years Chancellor of the University of Mississippi. It was under his direction that the great telescope in the Dearborn Observatory of Chicago was constructed. It was made by Alvan Clark, and was designed originally for the University of Mississippi, but, on the temporary suspension of that institution, it was sold to the Dearborn Observatory. Dr. Barnard is a man of great scientific attainments. Among the Faculty also are many distinguished names; as, Dr. Drisler, the editor of the well-known Greek Lexicon of Liddell and Scott; Professor Peck, formerly of West Point, and author of many mathematical works; Dr. Short, formerly President of Kenyon College; Professor Rood, who has made many discoveries in Natural Science, especially in relation to the electric spark; Professors Day and Chandler, both well-known chemists; Dr. Willard Parker, the eminent surgeon, and many others.

NOVEL, UNIQUE AND USEFUL.—In cutting, basting and trimming ladies' garments, the Ladies' Cosy Cutting and Sewing Table is a perfect comfort. It stands firmly and level on four feet, is just high enough to cut and work by while sitting in an easy chair, has a drawer, yard measure, and casters, so that it will run away when you wish to leave it, and can be, in an instant, folded up like a pocket knife, and, by a child, set away in a closet or behind a sofa. It obviates all the inconveniences of the common lap-board, is made in two styles, light-colored wood and solid black walnut. Everybody is delighted with it, and nearly every lady wants one. It is also a capital reading, card, picnic and children's study and amusement table. For a fine illustration and more full description of this useful article, the reader is referred to the advertisement of the New York Folding Table Co. on another page of this JOURNAL.

GOLD PENS.—Messrs. C. M. Fisher & Co., of No. 102 Fulton street, undoubtedly make a superior gold pen. It is, indeed, a great boon to those who have much writing to do to find a pen with lightness, freedom and without wearisomeness to the hand. Very many improvements have been made in metal pens, but none, we think, can be used with the same ease as the gold pen manufactured by this firm. We know Mr. Fisher to be a thoroughly practical gold pen manufacturer. He has, after many years of experience and careful experiment, perfected a process of tempering the gold used in the manufacture. In this we fully believe he has succeeded, and he guarantees to suit any hand whatever may be its peculiarities.

The School Room.

Beautiful recitations and dialogues will be found in this column, suitable for recitations and exhibitions.

What my Teacher is to Me.

By GEO. HENRY CURTIS.

I.

Search the annals of the past,
Scan its leaders, first to last;
Patriarch, prophet, bard or sage,
King or Czar in any age;
Not one man among them all,
Whom in vision I recall,
May aspire, or dare to be
What my teacher is to me.

II.

I revere the pious man,
Keep his counsel if I can;
Walking now in wisdom's ways,
Thus I trust to pass my days.
Czar, and King, and President,
Doubtless for our good are sent;
But in none of them I see
What my teacher is to me.

III.

The affection of my friend
Wins me as with love I bend
Toward the heart that's ever true,
Praising all I say or do.
But that friend with kindly thought,
Loves me well, but chides me not;
Say, then, can that friend e'er be
What my teacher is to me?

IV.

E'en a father's, mother's love,
Hailing as from heaven above,
May be blind to my desert,
Or may flatter to my hurt.
Shall I love then less for this?
No! I answer with a kiss.
How, then, can my parents be
All my teacher is to me?

V.

Only one Exemplar ripe,
Seems my teacher's prototype;
He who sees my mind and heart,
Who can truth and grace impart,
In such heavenly light I'll go,
Faithful in my work below;
That to others I may be
What my teacher is to me.

VI.

Come then weal, or come then woe,
Naught but gratitude I'll show;
Blessings on the Hand Divine
Guiding me to learning's shrine;
Blessings on the men who stand
To guard that shrine throughout the land;
May they bless all who may be
What my teacher is to me.

WORK CONQUERS.

FOR ELEVEN GIRLS AND SIX BOYS.

This is a beautiful original dialogue for both boys and girls, from eight to twelve years of age. There should be three or four boys of twelve years of age to handle the declamation, which should be carefully learned, and upon which they should receive careful drill. This is well fitted for an opening piece. A good way is to have a frame of pine back of the stage not less than four by six feet, across which white muslin is stretched. Higher up fix permanently another frame and trim it with evergreens handsomely, so that, when the first frame is pulled up behind, the second will be a frame for it. The letters can be made beforehand of wire and covered with evergreen (spruce), and while talking about them, the children can put in the flowers. The letters are easily pinned to the screen. The effect in a brightly lighted room is indescribably beautiful.

A group of boys and girls come irregularly in as though entering the school-room.

Maggie. Oh, girls! now we can have a nice time, doing our part, all by ourselves.

Jennie. I am glad I came so early. Why, it was nearly eight o'clock when I started from home.

Clara. Yes, and I ran all the way for fear I should be late.

Mary. What shall we do first? How shall we manage it? We are a committee selected to put up a handsome motto in our school-room; but what do committees do? I'm sure I don't know. My father says a committee of one is the best when there is any work to be done.

Bessie. Why not write it on the blackboard.

Several voices. Oh, no, that won't do!

Annie. Well, girls, while you are planning out the thing, the rest of us will do some singing. [*Sings, and others join.**]

"Tis sweet at early morn,
When balmy breezes play
And toss the pearly dew
From sparkling, leafy spray,
Sweet strains to hear from voices clear,
To usher in the day."

* There should, if possible, be a piano, and the player should play over very softly the first two strains, so as to give the key and accompany the singer. Another piece of music, of course, can be used in place of this.

Sarah. [*Pointing.*] Oh, what a lot of pretty flowers! Where did you get them?

Harriet. I got them at home. Mother says that if we are to make a motto, we shall need flowers and evergreens. There are pinks in that basket, and roses in the other.

Louisa. Let us first tie them up in bouquets.

Bessie. No, girls; let us weave them into letters, and fasten them up, and then we shall have a motto.

Annie. Yes, that will be real nice; that's just the thing. But what motto shall we have? Come, Georgie, you were put on the committee because you are always reading and thinking. Now, you must tell us a good motto.

Georgie. Well, I've got a splendid one for you. Here it is. I copied it the other day from a book. "WORK CONQUERS."

Several voices. Oh, yes; that is the very thing!

Annie. Didn't I tell you that she was a reader and hinker!

Ava. Here come James, Alfred and Leon. Boys, we have been appointed to put up a motto with flowers. See what lots of them we have got. There comes Hattie with a whole basketful more.

Eddie. Where are you going to put it, and what is your motto?

Several voices. "WORK CONQUERS."

James. Here is the place to put it, right on this frame. It is just the thing.

Leon. You girls hand me some flowers, and I will finish this W in double-quick time.

[*Takes up the letter out of the basket and pins it to the muslin. As soon as GEORGIE announces the motto, several should surround the basket and appear to be busy in manufacturing the letters.*]

Hattie. [*Pointing.*] There, isn't that real beautiful?

Several voices exclaim. Beautiful! Beautiful!

Ava. Who knows what it stands for?

Alfred. I do; it stands for work.

Walter, Christopher and Sarah. Oh, yes; we have had a song about it in school. [*Sings.*]

"Work, for the night is coming;
Work thro' the morning hours;
Work while the dew is sparkling;
Work 'mid the springing flowers;
Work when the day grows brighter;
Work in the glowing sun;
Work when the night is coming;
When man's work is done."

Annie. There, Alfred has got an O almost done; and it is a pretty one, too.

Leon. I can tell you what O stands for. It stands for Order. Order is what makes home so happy, and it is what makes the skies so beautiful when filled with stars. There should be order in all our acts, and in all our thoughts. The flowers have their parts arranged in wonderful regularity, and that is why we admire them so much. Everything that God makes is in perfect order, so that it is said that "order is Heaven's first law."

Mary. See, the R is done now, and I will tell you what it stands for—Right. [*They Sing.*]

Do right is our motto, do right is our aim,
We care not for glory, for wealth or fame;
A pure, spotless banner we'll raise with our might,
With this for our motto,
Always do right.

Walter. While you were singing, I finished the K.

Georgie. Yes, and it is well done, too. Now, what shall we say about Mister K? Come, Jennie, you are always able to think of something to say.

Jennie. No, no; I don't believe I can think of anything. But it stands for Kindness; that is a nice word, too. We always love to have everybody kind to us.

Several voices. Let us sing our song about kindness. [*They sing.*]

"Oh, strange the power that kindness brings,
All creatures it can move,
And they're the truest kings and queens,
Who rule the world by love;
It dearly echoes in the breast,
Like music's sweetest string,
It warms our hearts with gentle glow,
Like sunny days of Spring."

Hattie. The C is almost ready. Now, Alfred, you can speak that pretty piece you have learned about conquerors.

Alfred. Who will be conquerors, known the wide world over? Every active, intelligent boy of good habits. That boy who is famous with stovewood and chips to burn, and for doing errands promptly and without mistakes. Every intelligent boy who has a mind, who thinks as well as acts, who reads good books, and means to know something if he lives to be a man. Every boy of good habits, that does not fight or swear, that does not disobey his father or mother, or teacher, and wastes his time in idleness. Such boys become the conquering men of this world. They become successful merchants, because the people believe their words, and employ them to transact their business of buy-

Continued on Ninth Page.

Literary Department.

THE editor of this department of the JOURNAL will be happy to receive contributions of stories, poetry, and papers on miscellaneous subjects, and will be glad to encourage all the younger writers by publishing such articles as will, in his opinion, bear the scrutiny and suit the taste of the readers of the JOURNAL.

He will also be pleased to reply to any and all correspondents on subjects of a social character, etiquette, science and art, or on any subject which may be of interest to our patrons.

Please address communications intended for this department to

EDITOR LITERARY DEPARTMENT,
NEW YORK SCHOOL JOURNAL,
89 Liberty street, New York.

The Autumn Moon.

By MARY ORR.

Oh, fair is Spring, on her joyous wing,
Is borne the healthful breeze;
And hearts rejoice, as her welcome voice
Swells through the forest trees.
Her opening flowers recall the hours
Of life's gay morn and noon,
Yet dearer to me, than e'en their memory,
Is the light of the Autumn Moon.

The Summer's Sun, when day is done,
Sinks in the crimson West,
And stars arise in the deep blue skies
Above his place of rest.
Though many a spell I know may dwell,
In the twilight hours of June,
My heart is fraught with deeper thought,
'Neath the light of the Autumn Moon.

Oh, 'tis sweet to stray 'neath its pure pale ray,
When all is calm and still,
Save the sighing breeze from the distant trees,
Or the torrent from the hill.
While the dark night-flowers from odorous bowers,
Fill the air with faint perfume,
And memory teems with her own bright dreams,
'Neath the light of the Autumn Moon.

Oh, 'neath its rays in by-gone days,
Met the friends of my happiest years;
And as memory now, traces each broad brow,
My eyes o'erflow with tears.
That happy band, o'er sea and land,
Parted so far, so soon;
But in spirit greet, as in thought they meet
'Neath the light of the Autumn Moon.

Then blame not my tears, o'er those vanished years,
'Twere vain, 'twere vain to tell
Why Autumn dyes and moonlit skies,
Have for me a potent spell.
Each dying leaf wakes a chord of grief,
Each breeze bears a mournful tune;
But, though thoughts be sad, let the strain be glad,
When we sing of the Autumn Moon.

October 12, 1854.

MARGARET AND ELIZABETH.

BY KATHERINE SAUNDERS,
AUTHOR OF "GIDEON'S ROCK."

CHAPTER I.

A BURIAL ON THE SANDS.

THREE or four miles along the coast to the left of Wrexham harbor is the little fishing village of Eastweir.

There are nets on the chimneys of the houses, and nets on the doors and windows; there are nets on the little arbors in the wild, sandy little gardens; there are nets over the sandy cabbages, and nets on the walls; not a single yard of fence is there in Eastweir uncovered by this sign of its trade. Approaching it from inland, it looks at a little distance as if it were enveloped in one huge net in which the whole village, just as it is, had been caught and hauled in one fine morning; and, indeed, the inhabitants, on first catching sight of a stranger, have very much the air of fish out of water.

The weir from which it derives its name is some little distance further along the coast; and between it and the sea lies only a strip of grey shingle, and, at low tide, the most beautiful stretch of fair sand that the English coast can show.

On that morning the earliest riser in the village chanced to be a fair-haired and ruddy young woman, named Elizabeth Vandereck.

Her rest had been disturbed by two little cherubs, as fair-haired and ruddy as herself, and exactly like each

other, playing at "Bo-peep" with her blue patched counterpane.

For some moments she lay still, watching them with half-closed eyes and repressed smile, waiting her opportunity to spring up and startle them, which she presently did, and the little ones were seized by a paroxysm of laughter, which lasted all the time she was dressing them.

Theirs were not elaborate toilets; they consisted of little else than a blue flannel frock apiece, made out of an old shirt of stout Josh Vandereck's.

The dressing finished, the mother carried them, one on each arm, across the bit of rough shingle, set them down, joined their hands (the little things scarcely could stand firmly alone), and started them on their run across the sands, which at every low tide they imprinted with their tiny, dimpled feet.

It was a lovely morning. Across the blue sky, dim with heat, swam a half wreath of light clouds, pale and luminous as pearls; the sands were rosy in the sunshine, and a fair olive-brown in the shade; a breeze full of fresh sea-dew was blowing.

"Off!" cried the mother, clapping her hands, and away bounded the little creatures, their rosy limbs looking lovely against the sands, and their fair hair blowing out widely, and making them appear not unlike two rare specimens of the sea-anemone.

Elizabeth Vandereck watched them fondly, and turned back with unwilling steps to prepare her darlings' breakfast.

She stood before the little square looking-glass that hung beside the window, and made her thick fair hair into two great shining plaits, that she fastened close to her head with a matronly neatness and scorn of display. She was a sweet, simple-minded woman, with large eyes and large calm lips, and a low but noble brow. Her eyes were very bright that morning—so bright that a sudden mist, the forerunner of tears, came over them as she remembered there was no one to think so but herself.

"My children would love me as much if I were plain," she thought, and smiled and sighed at the same time.

She went and stood before a little table, on which were a pure white cloth and a Bible—nothing more. No toy was ever laid on that, no childish finger was allowed to touch it. It was Elizabeth Vandereck's shrine, where every morning she read those words addressed to the widow and the fatherless, and where every morning she found and kissed these words,—

"August, —. Joshua Vandereck drowned at sea."

Its date showed it to have been entered two years ago; and by this time peace and happiness were in her eyes as she turned away. Her very step, so light and firm, seemed to express a determination to enjoy heartily the blessings for which she rendered thanks.

The meal was soon prepared: the brown bread and butter, the fragrant coffee, the little high-seated chairs placed on each side her own. Then there was to go into the sandy little garden to cut and disentangle from the fishing-nets a fresh, crisp lettuce. A few flowers, too, were gathered by Elizabeth's plump fingers, and shaken free of the sand and sea spray, to be placed in a certain mug, from which no lips had been allowed to drink since Joshua Vandereck took his last draught from it, and which bore his favorite toast,—

"To the wind that blows,
And the ship that goes,
And the lass that loves a sailor."

She goes now to call her little ones to breakfast.

Sea, sand and shingle are all glittering by this time in the sun's full light. Elizabeth Vandereck shades her eyes to look, and is about to call the little twins by name, but something causes the sound to change on her lips to an exclamation of surprise. She misses the double track of little footprints on the sands. They reach to a small cluster of black slimy rock, but no further; beyond there the sands are smooth and spotless as the last tide left them.

There is a dangerous pool amongst those rocks deep enough to drown the children, who have been forbidden to go near.

Away rushes Elizabeth Vandereck, with her arm across her brow as a shade from the glaring sun, and with all sorts of fears, wild and vague at her heart.

She reaches the rocks without hearing the familiar little voices, and alarm makes her footsteps slow and wavering. She glances fearfully among the black slimy forms. There is the pool, but no children beside it.

She goes round behind the rocks to that part which has hitherto been concealed from her, and suddenly she starts back; her hands are clasped in astonishment and horror.

This is what Elizabeth Vandereck sees on the fair sands of Eastweir in the early summer morning:—A form stretched out stiffly as in death; a woman's form, in a white thin dress stained with the night dew and dust. One

cheek seems glued to the sand; the eyelash lies black and motionless; while the mouth is closed and averted with the piteous air of a sick child turning from some bitter tasting draught. The rich mass of dark brown hair rests still in the hood of the blue cloak which the wind has blown back from her thinly-clad shoulders and arms.

But it is not the lifeless and beautiful form alone that so moves Elizabeth Vandereck, nor is it that her own babes sit each on one side of it, with eyes wide and pitiful, and mouths drawn at the corners. It is the employment in which they are engaged that causes her such horror.

In the dimpled hands of each is an oyster shell, and with it the little ones are scraping up sand and throwing it upon the prostrate woman.

She knows their thoughts: they once buried a dead sea bird in the sands; they think to do the same kind office for the poor human waif they have stumbled upon in their play.

For a minute the mother gazed, spell-bound by a scene so strange, so full of horror to her, and yet so tenderly beautiful. Then she sprang forward, snatched one of the children in her arms, and drew away the other.

She bore them to a higher part of the beach, then waved her hand, and called to two or three forms in blue shirts and tarpaulin hats, beginning to roll lazily down toward the weir.

She waved her hand, and gave a hearty sailor's hail. All the fishermen going down to the weir stopped, and looked along the beach, shading their eyes with their hands from the vivid morning light; then, answering the young widow's cry, began to run towards her, leaving deep tracks in the unsullied sand behind them.

The wives at the village, seeing them all crowding round one spot on the beach, thought one of their husbands had come home from sea with a haul of fish; but, as there was no boat close in on the dancing, glittering water, this was soon proved to be impossible. Curiosity caused them to leave, some their beds and some their employments, and hasten towards the spot, and they arrived in time to meet two sturdy fellows bearing a girl's form up the beach. Death was written on her rigid face, her brown hair trailed on the stones; and thus they bore her into Elizabeth Vandereck's cottage.

For half an hour it was whispered in Eastweir that the young Methodist widow Vandereck had a corpse in her house, and that house was soon beset by neighbors, anxious to do their best for the assistance of the widow, though still more anxious to satisfy their curiosity.

At the end of that time came Elizabeth Vandereck herself to the door, with a child in each arm and tears in her kind eyes.

"I thank the Lord, neighbors," said she, "*the damsel is not dead, but sleepeth.*"

CHAPTER II.

A GOOD SAMARITAN.

Life and life's misery had, indeed, come back to the unhappy girl.

She knew it had been brought to her by kind unfamiliar hands, and the first glance she gave her good Samaritan was so full of gratitude to the giver and sick loathing for the gift that the young widow's tears began to trickle fast down her ruddy cheeks.

"Why do you cry?" she was asked, with vague surprise.

"Ah laws, this world!" said the widow, lifting her apron to her eyes; "how blind, for sure, we do grope about always forgetting that we poor human creatures are all kith and kin together, till death reminds us when he lays his hand on some stranger, and all of a sudden one's heart is of a tremble, as if the Almighty Father had said to one for the first time, This is thy brother or thy sister. Ah! what a sorrow there is in us then! What wouldn't we do to save the poor soul that's a-going?"

"You—saved—me," murmured the girl.

"God answered my prayers," Elizabeth Vandereck said, with a sunny smile on her broad face.

"I wish I had died—oh! I wish I had died!" was the response, with sudden passion; "and then you, at least, would have wept for me."

Elizabeth bent her simple, earnest eyes upon her. She was wise of heart as well as kind, that gentle mother; and, seeing how full was the stranger's cup of bitterness, perceived that even a kind word would overflow it; so she refrained, and turned away to busy herself with the breakfast. But, good as was the young widow's heart, it yet had a full share of womanly curiosity; and while she moved about she could not help wondering much as to the strange and forlorn condition of one so young and fair. Who could she be? Somehow Elizabeth, by a certain instinct, felt sure she was of her own station, in spite of the good clothes and the one or two rich trinkets she wore—in spite, too, of the soft, refined accent which her quick ear soon detected.

"Perhaps she is some good-for-naught," thought the widow. "Then, Elizabeth Vandereck," she added, in her heart, "do you be not too curious, lest you find it out, and have to turn her from your door before she is well able to stand."

When she came and bent down by the sofa with some warm bread and milk her guest was unable to raise her head. Her hands were cold as ice, her lips and brows burning hot.

Elizabeth sat down the cup and bent over her with great concern. The girl's feeble, pathetic smile of gratitude went to her heart and moved it still more than the sight of her sickness had done.

"Poor soul!" said she; it makes me sad to see you look like that as you'd never had a kind act done by you. Ah, laws, this world!"

"And you—you won't be kind to me much longer," sobbed the girl, with brimming eye and husky voice, "when you hear where I come from and who I am."

"I am glad you have told me so," answered the widow, "for in that case I shall shut my door against all news-bringers till you are better. When one's own ignorance is another's comfort, it is better, sure, than wisdom. I can't answer for myself how I might take it if I heard ill of you; for—ah laws, this world!—I am a lone woman, and have but my good name to look to."

"But they will tell you vile, vile things of me."

"Hush, poor soul! Do not sob like that. I will hear nothing, I say, while you lie so white and sick."

"But I must myself tell you—"

"Nothing," said Elizabeth, and smiled, as she put her fingers to her ears. "Nothing, unless you like to say your name."

"Margaret Dawson," said the girl, after a little pause for reflection.

An illness of a very serious and unmanageable kind had taken hold of her. Violent fits of shuddering came first, then incoherent ravings, floods of tears, and peals of laughter.

The widow took her into her own bed-room and laid her down upon a bed, from which the poor thing was not to rise for many a weary day and night.

Elizabeth Vandereck was a tender nurse; but it was enough to make any one smile to see how she played with her own conscience in the matter. She would have held it wicked to cherish in her house and with her innocent children a person of evil character, and she knew very well that every day neighbors came to her door expressly to tell her this was what she was doing.

To all visitors who appeared to her to be bound on such an errand she would nod pleasantly from the window and declare she was too busy to come down, and then retire, taking no notice whatever of the meaning glances and gesticulations with which they hinted at some important news.

"Ah! you are beginning to be cold to me—you keep away from my bed," Margaret cried out sometimes in her delirium. "You have heard, then?"

And Elizabeth would wipe her eyes, and say to herself, "I see I should not have kept her if I had not shut my ears."

Certainly, Margaret herself could not have been more anxious to keep off evil reports than her nurse was. She trembled when a knock came to the door, for fear of news coming that would oblige her to cast forth the weary, bruised creature who had found shelter in her home.

The sweet, patient face began to have a strange charm for her. There are some beings so good and pure that their very passions are their virtues. It was so with Elizabeth Vandereck's charity. To indulge in it she cheated her own conscience; she deprived herself and her babes of all their little luxuries; she worked hard at the blue flannel, day and night (she was the fishermen's tailoress); yet, for all these, never had she known a happier time than those days of Margaret's slow recovery.

It would seem a thankless task to restore and cherish one who longed with all her heart to die; but, heavy as was the poor girl's burden of life, that burden she had so nearly laid down for ever, when it was returned to her by hands so gentle and loving she could but receive it with meek resignation and with gratitude.

Nurse and patient began to feel a deep affection for each other. Elizabeth would sit holding Margaret's hand long after she had ceased reading from that Book which they always opened as the day closed; and the two walked together in the manner of the wise women to whom Bunyan owed so much.

"You think on these things just as I do," Elizabeth would say, sometimes; "only you have thoughts far beyond me."

How could this woman be evil? she asked herself, when her chief pleasure during her sickness was in her Bible and in such talk? Besides, she loved the children, and they

loved her—a token of great grace in Elizabeth Vandereck's eyes.

One night, when Margaret had a relapse and was again partly delirious, she cried out, to Elizabeth's great joy, "And yet, before God! I am as good as you."

"Before God! I trust and believe you are much better," said the young widow, kissing her white, wasted hands.

And it was wonderful how that wild cry of Margaret's comforted her. When she saw people who looked suspiciously like newsmongers from Wrexham or elsewhere she repeated the words over and over to herself.

At last—it was nearly three weeks before this came to pass though—Margaret came down stairs almost well.

Then some invisible barrier came between her and Elizabeth. The days were not so happy as they had been latterly when passed in the sick room.

Elizabeth's shrewd eye very soon detected the cause. After watching Margaret some time furtively as they sat at work together, she gave her a garment she had cut out, and told her, with a smile, that she must make it entirely herself.

The next day Elizabeth took the garment home with her other work, and returning, put some money into Margaret's hand.

"What is this 'Lizbeth'?" asked Margaret.

"What it it?" answered the widow. "The money for your work; no more, nor less."

"I don't understand," said Margaret, putting the money down with a weary smile, "why you give this to me."

"Don't you?"

"No, not at all." She looked up at Elizabeth standing by the window in the moonlight, with two tiny pairs of shoes slung by the straps over her arm.

"Don't you think I have seen through you, Maggie?" said she; "don't you think I've seen you push away your food when I knew you liked it most, and turn red and pale all the same minute? and don't you think I've seen you snatch at every bit of work you could get hold of? I've cured you of one disease, and now I want to cure you of another, by showing you how you can be more gain than loss to me. Maggie, I know well enough what is the matter with you; you are suffering from a proud stomach. Ah laws, this world!"

The convalescent rose slowly from her chair and went to the window, and Elizabeth, from a feeling no more sentimental than the wish of the strong to uphold the weak, put her arm round her.

"Elizabeth," said Margaret, faintly, "you will show me how to earn the bread I eat with you; but, for the comfort you have brought to my poor broken heart, what words, what acts of mine can ever reward you?"

"Few words and one act would do it," answered Elizabeth. "Let the words be, 'I will stay with you,' and the act of staying."

"But my story; let me tell it now."

"Not to-night; you are whiter than usual."

"Well, then, to-morrow."

"Yes, if you like."

Margaret leant upon her shoulder and wept quietly.

The moon was out and shone over the sea, and had smiled almost every wrinkle out of its gray face. It lay so calm and lovely, one could scarce look at it and not feel at peace.

Elizabeth Vandereck stood looking out at it, and, by her moist, bright eyes and quivering smile, the pale girl at her side knew she was thinking of one who had perished there, and then she too thought of one whom she believed to be at the mercy of those fitful waves.

Margaret leant her head on the young widow's shoulder, and the peace of the night and the low "hush, hush" of the sea brought a strange quiet into her soul.

She sighed as Elizabeth raised her arm to let down the patched blue cotton curtain.

"This night might be in heaven as well as earth," said Margaret, "and so might this sea."

"Ay," replied Elizabeth Vandereck, holding back the curtain with a proud and tender gesture. "I wonder, Maggie, what empress on this earth could point to anything more grand than that and say, 'It is my husband's tomb?'"

[To be Continued.]

IS MAN AN AUTOMATON?

THOMAS HUXLEY.

Why, in fact, may it not be that the whole of man's physical actions are mechanical, his mind living apart, like one of the god's of Epicurus, but unlike them occasionally, interfering by means of his volition?

A FROG WITH PART OF HIS BRAIN ENSECTED.

And it so happened that Descartes was led by some of his speculations to believe that beasts had no soul, and consequently, according to his notion, could have no true mental operation, and no consciousness; and thus, his two ideas harmonizing together, he developed that famous hypothesis of the automation of brutes, which is the main

subject of my present discourse. What Descartes meant by this was that animals are absolutely machines, as if they were mills or barrel-organs; that they have no feelings; that a dog does not hear, and does not smell, but that the impression which thus gave rise to those states of consciousness in the dog, gave rise, by a mechanical reflex process, to actions which correspond to those which we perform when we do smell, and do taste, and do see. Suppose an experiment. Suppose that all that is taken away of the brain of a frog is what we call the hemisphere, the most anterior part of the brain. If that operation is properly performed, very quickly and very skillfully, the frog may be kept in a state of full bodily vigor for months, or it may be for years; but it will sit forever in the same spot. It sees nothing; it hears nothing. It will starve sooner than feed itself, although if food is put into its mouth it swallows it. On irritation, it jumps or walks; if thrown into the water it swims. But the most remarkable thing that it does is this: you put it in the flat of your hand, it sits there, crouched, perfectly quiet, and would sit there forever. Then if you incline your hand, doing it very gently and slowly, so that the frog would naturally tend to slip off, you feel the creature's forepaws getting a little slowly on to the edge of your hand until he can just hold himself there, so that he does not fall; then, if you turn your hand, he mounts up with great care and deliberation, putting one leg in front and then another, until he balances himself with perfect precision upon the edge of your hand; then, if you turn your hand over, he goes through the opposite set of operations until he comes to sit in perfect security on the back of your hand. [Applause.] The doing of all this requires a delicacy of co-ordination, and an adjustment of the muscular apparatus of the body which is only comparable to that of a rope dancer among ourselves; in truth, a frog is an animal very poorly constructed for rope dancing, and on the whole we may give him rather more credit than we should to a human dancer. These movements are performed with the utmost steadiness and precision, and you may vary the position of your hand, and the frog, so long as you are reasonably slow in your movements, will work backward and forward like a clock. And what is still more remarkable is this: that if you put him on a table, and put a book between him and the light, and give him a little jog behind, he will jump—take a long jump very possibly—but he won't jump against the book; he will jump to the right or to the left, but he will get out of the way, showing that although he is absolutely insensible to ordinary impressions of light, there is still a something which passes through the sensory nerve, acts upon the machinery and his nervous system, and causes it to adapt itself to the proper action.

A SOLDIER IN A CONDITION SIMILAR TO THE FROG.

I need not say that since those days of commencing anatomical science when criminals were handed over to the doctors, we cannot make experiments on human beings, but sometimes they are made for us, and made in a very remarkable manner. That operation called war is a great series of physiological experiments, and sometimes it happens that these physiological experiments bear very remarkable fruit. A French soldier, a sergeant, was wounded in the battle of Bazeilles. The man was shot in what we call the left parietal bone. At present this man lives two lives, normal life and an abnormal life. In his normal life he is perfectly well, cheerful, and a capital hospital attendant, does all his work well, and is a respectable, well-conducted man. This normal life lasts for about seven and twenty days, or thereabouts out of every month; but for a day or two in each month—generally at intervals of about that time—he passes into another life, suddenly and without warning or intimation. In this life he is still active, goes about just as usual, and is, to all appearance, just the same man as before; goes to bed, and undresses himself, gets up, makes his cigarette and smokes it, and eats and drinks. But in this condition he neither sees, nor hears, nor tastes, nor smells, nor is he conscious of anything whatever, and has only one sense organ in a state of activity—viz., that of touch, which is exceedingly delicate. If you put an obstacle in his way, he knocks against it, feels it, and goes to the one side. If you push him in any direction, he goes straight on, illustrating, as well as he can, the first law of motion. You see I have said he makes his cigarettes, but you may make his tobacco of shavings or of anything else you like, and still he will go on making his cigarettes as usual. His action is purely mechanical. As I said, he feeds voraciously, but whether you give him aloes, or asafetida, or the nicest thing possible—[laughter]—it is all the same to him.

HONEST AT ONE TIME AND A THIEF AT ANOTHER.

The man is in a condition absolutely parallel to that of the frog, and no doubt when he is in this condition, the functions of his cerebral hemisphere are, at any rate, largely annihilated. He is very nearly—I don't say wholly, but very nearly—in the condition of an animal in which the cerebral hemispheres are not entirely extirpated, but very largely damaged. And his state is wonderfully interesting to me, for it bears on the phenomena of mesmerism, of which I saw a good deal when I was a young man. In this state he is capable of performing all sorts of actions on mere suggestions—as, for example, he dropped his cane, and a person near him put it into his hand, and the feeling of the end of the cane evidently produced in him those molecular changes of the brain which, had he possessed consciousness, would have given rise to the idea of his rifle; for he threw himself on his face, began feeling about for his cartouche, went through the motions of touching his gun, and shouted out to an imaginary comrade: "Here they are, a score of them; but we will give a good account of them." This paper to which I refer is full of the most remarkable examples of this kind, and what is the most remarkable fact of all this is the modifications which this injury has made in the man's moral nature. In his normal life he is one of the most upright and honest of men. In his abnormal state, however, he is an inveterate thief. He will steal everything he can lay his hands upon, [laughter] and if he cannot steal anything else, he will steal his own things and hide them away.

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The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals, Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

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THANKS, FRIENDS.

We have been the recipients of many favors at the hands of teachers and school officers and publishers during the past year, and desire here to record our thanks. Thousands we have never seen have become attached to the interests of the JOURNAL. They see the imperative need, at this point, in the great educational movements of the day, of a newspaper that shall do nothing else but gather with fidelity, and something of fullness the facts on which alone correct opinion must be based. We ask your cordial assistance during this year, already begun; make us more thankful than we now are, (if possible), when 1876 shall arrive, for the firm, constant support you have rendered us.

THE TEACHER MUST STEADILY AND CONSTANTLY IMPROVE.

There is no temptation so great to the hard working teacher as to remain on the very spot where he has earned his certificate. That attests his ability to instruct. He has toiled to obtain it, and now holds it as a key to a position. His efforts have been not for the knowledge, the strength, the enlarged views, but for the certificate that he is qualified as an instructor. There is many a man who looks back to a day when he was admitted as a member of our noble profession and grounds his fitness wholly upon the successful examination he then passed.

It is not to press any more labor on these tried shoulders that we beg to say a few earnest words against contentment with past achievements. It is for encouragement and relief. It is to show you that if burdens may not be made lighter, you may be made stronger and more able to bear them.

The ignorant man cannot possess self-respect. He may cover his defects by one pretense or another, he may conceal them from his classes very easily, he may require more tact to hide them from his associates, but they become at last powerful reasons that will impel him to seek other employment. The daily tasks of the school-room are of an irksome nature. There is a constant demand for patience, "that divinest quality," and he who would walk among the preplexities and reiterations of the school-room without growing narrow and soured, must daily find in the works of genius, that halo, which renders common things in its light transparently beautiful. There is an artificial constraint in the school-room, from that the teacher must purge himself by conver-

sing with minds that ever treat him with dignity and respect. He will be able, by communing with the best thoughts, to stand on his platform every day, a stronger and a better man.

There should be a steady attempt to be something better than teachers, even true men and women. Like all monotonous occupations, there is a tendency to deterioration in teaching. The wearisomeness of school-room work gradually undermines even a noble nature. Against this, early and constant opposition must be made. The entire life must not be spent on things already known; there must be a pressing on to things that are before. It is the possession of ideas above and beyond the work done that makes a great soul. Men in the drudgery of camps, of counting-rooms, of courts, and of the pulpit, too, have cherished thoughts that kept their lives fresh and green. It is this that imparts character to men and women. Daily attrition with the rough things in life's pathway has a tendency to utterly destroy it. It is the light and atmosphere that is above us that causes it to expand into strength and beauty.

The steady attempt of the teacher to improve himself becomes therefore apparent, for character is too subtle a force to remain hidden. It animates his pupils, they know not how.

A teacher teaches only with what lives on his lips, it is not what he has stored in memory as his stock in trade. By such a teacher the driest lesson may be embellished.

But among his own profession such a man becomes a power of good almost immeasurable. Such a soul performs his part so well that he lifts every one of his craft along with him; they all receive the honor such a man gradually draws toward himself. A few men and women who will not be satisfied with themselves as they were yesterday, what landmarks they become! Others look at them as sailors to distant beacons to guide their way, and to pattern out their lives.

THE BOARD OF EDUCATION

THE Board met December 30th. Present—Commissioners Neilson, Brown, Baker, Beardslee, Dowd, Farr, Man, Lewis, Jenkins, Kelly, Fuller, Klamroth, Halsted, Mathewson, Townsend, West, Seligman, Wetmore, Traud and Patterson. Absent—Vermilye.

COMMUNICATIONS.

A communication was received from the Trustees of the 11th Ward, nominating Miss Annie L. Madden as Principal of Primary School No. 15. Confirmed.

Also, Miss Elizabeth Walker was appointed V. P. of P. S. No. 22.

Also, from the Board of Appointment, appropriating for school money for 1875, \$3,583,000.

Also, from Hon. Geo. Van Nort, granting Croton water for Nautical School.

Also, from the Board of Health, in relation to the need of vaccinating the children of the Public Schools; also in relation to the need of medical inspection of the schools.

Applications were received from John Graham, James H. Brennan, O. B. Stout, Patrick Murray, J. H. Baker, J. M. Barnett, W. C. Bradley, W. B. Oakdine, James Doyle for appointment as truant agents. Referred to committee on By-Laws.

REPORTS.

A report was received from committee on Evening Schools, recommending the appointment of M. Helen Ball and Margaret McKean, in Grammar School No. 37. Confirmed.

M. L. Carrigan was appointed Trustee for 2d ward, and Dr. Robert A. Barry for 17th ward.

The Finance Committee recommended the appropriation of \$9,000 for a school site in the Twenty-third ward, also of the sum of \$73,576 for a building in the Twenty-third ward.

RESOLUTIONS, ETC.

Com. Farr offered a resolution, on behalf of the Board, thanking the President for the courtesy and ability with which he had discharged his duties, which was unanimously adopted.

To this the President made a very happy response, thanking the Commissioners in turn for their uniform courtesy and kindness to him.

Com. Baker offered a resolution of thanks to the Clerk, L. D. Kiernan, and the Auditor, John Davenport, for their untiring devotion to their duties, which was adopted.

Com. Klamroth offered a resolution of thanks to John Crosby Brown, which was seconded by Coms. Farr and Patterson in brief but eloquent speeches, and they were unanimously adopted.

Com. West proposed the engrossment of the resolutions to Mr. Brown, which was adopted.

Com. Brown made a brief and feeling response.

The Board then adjourned.

GRAMMAR SCHOOL No. 4.

REUNION AND FAREWELL ON THE OCCASION OF THE RETIREMENT OF MISS CATHERINE WHITE.

MISS CATHERINE WHITE, voluntarily retiring from the position of principal at the close of this year, leaves a lasting memorial in the affection of her numerous pupils, and in the unfeigned respect of a wide circle of endeared friends. As scholar, teacher and principal, Miss White has never entered any other school, and therefore, her thoughts entwine themselves around "Old Number Four." By deliberate choice, her "life, talent and effort" have, from tenderest years, been consecrated to the high mission of training the young of her sex to lead intelligent, useful and exemplary lives. A most prominent trait in her character is an enlightened conscience. No pupil ever left her without bearing willing testimony to her faithfulness.

Miss White's regularity and punctuality of attendance have been really marvellous. In sickness as well as in health; in fair weather or inclement; amid panics and epidemics; amid riots, burglaries and murders; with local excitement which might well daunt the stoutest female heart, this teacher has been at her post—not simply ten minutes before time, according to the Washingtonian example, but at 8 a.m., one full hour before the opening of school. It ought here to be added, as an example to others, that while her hand has been open to relieve want, she has, by economy, accumulated a decent competency. It is an example which all teachers may ponder upon with advantage.

The reunion and farewell in the assembly room of the school, on the 23d inst., was a touching and beautiful close of the public professional life of this estimable lady.

PROGRAMME.

1. Reading of Bible—34th Psalm.....Dr. Roberts.
2. Chant—Lord's Prayer.....School.
3. Hymn—Adeste Fideles.....School.
4. Solo—"I'll keep my heart for thee.".....Miss Henrietta Maas.
5. Phantom Chorus—La Sonnambula.....School.
6. Addresses.
7. Solo—"Janet's Choice".....Miss Genevieve Riggs.
8. Reading—"What my teacher is to me.".....Miss Ida Austin.
9. Solo—"Good bye; but come again.".....Miss Annie Bauman.
10. Addresses.
11. Solo and Chorus—"Farewell, farewell.".....Miss Henrietta Maas & School.

Music Conductor, Geo. Henry Curtis.

The young scholars rendered their choruses with a delightful precision. Those who were entrusted with solos—Misses Henrietta Maas, Genevieve Riggs, and Annie Bauman—pleased every listener.

Mr. William H. Neilson, President of the Board of Education, presided. The school officers of the 13th Ward, Messrs. Fred. Germann, Francis Coan, A. J. Case, Fred. Holsten, and Dr. N. S. Roberts, were present. There were present also on the platform—Superintendent Henry Kiddle; Inspectors, Dr. Hunter and Mr. Thomas; Messrs. Wm. Oland Bourne, B. B. Atterbury, H. C. Martin, Principal of No. 34, and many others.

Mr. Neilson alluded to his long acquaintance with Miss White, and to the founding of Grammar School No. 4, more than fifty years ago, and to the rebuilding of the present edifice, twenty years ago. Then, the value of a dollar, as compared with our present dollar, was \$1.00 to \$2.40. A lady's dress which then cost one dollar per yard for twelve yards, now costs two dollars per yard for twenty yards! At that time, a comfortable brick or brown-stone dwelling could be hired for \$500 per year which now brings \$1,500. He alluded to a report that the Board of Education desire to reduce the salaries of the teachers during the coming year. Not one member of the present board desires or moved for any such thing! Mr. Neilson congratulated Miss White upon her long and faithful services as teacher and principal in No. 4, and concluded by wishing her peace and prosperity in time to come.

Mr. Kiddle spoke in earnest words of the faithfulness of Miss White. No pupils had been dismissed from the female department of Grammar School No. 4; but that she ever evinced a deep interest in their improvement and elevation. He then commended Miss Albertine Cooley, who had been appointed the successor of Miss White.

Mr. Wm. Oland Bourne spoke in an off-hand way of the benefits now enjoyed in the educational line as compared with those of half a century ago. He counseled the teachers to strive by invention and tact to create pleasure and interest in their classes; and scholars to interest the teachers by obedience and increased devotion to study.

Mr. Atterbury, an old friend and officer of the school, recalled some happy scenes of those days, when he stood with Mr. Trimble, Mr. Neilson, Mr. Bourne and others on that very platform. "Neilson and myself have been growing older during the past twenty years." He then presented Miss White a beautiful toilet set of green and gold, with a wall bracket ornamented with a chromo of angelic outlines—the gift of her pupils.

Dr. Roberts, of the present Board of Trustees, in behalf of the teachers of the Female Department, and of the officers, presented two sets of resolutions, one by the former and the other by the latter, expressive of the high regard in which they held the character and services of Miss White. Accompanying the former was an elegant cluster diamond ring, the gift of the teachers, which, in Dr. Roberts's felicitous language, he hoped would always remain upon the finger of the friend they delighted to honor, as a radiant remembrance of these bright scenes and days.

RESOLUTIONS.

Adopted by the Board of School Trustees of the 13th Ward.
WHEREAS, This Board has received from Miss Catherine White, her resignation as principal of Female Department Grammar School No. 4, a position which she has ably filled since September 1854, a period of more than 25 years, besides having previously filled, with success, every position upward from the time when she was herself a pupil in the same school; be it

Resolved, That the present occasion is one of unusual significance, concluding, as it does, a long and useful service, in a most useful sphere and worthy of emulation by those upon whom like responsibilities shall fall.

Resolved, That the example of regular and punctual attendance of Miss White during her whole record as a teacher, together with her careful discipline of her school, have entitled her to the thanks of all who are interested in the success of the school, while her earnest and sympathetic manner have made her worthy of that, which she has evidently obtained, the continued gratitude and regard of the large number of young women who have gone forth from under her guidance to occupy useful stations in life.

FR. GERMAN,
FREDERICK HOLSTEN,
FRANCIS COAN,
N. S. ROBERTS, M.D.,
A. J. CASE.

We close our account of the interesting acts which took place at this reunion and farewell, with the lines, composed for the occasion, by Prof. G. H. Curtis, which will be found in the column for "The School Room."

MALE EVENING SCHOOL No. 42.

THE Christmas Reception of Evening School No. 42 took place on the evening of December 23, 1874. At 8 P. M., the main room of the Allen street Schoolhouse was filled with the pupils, and the platform and space around it were crowded with the friends of the scholars and of education.

The reception differed in no respect from the usual Friday evening exercises. The singing, compositions, declamations and "scintillations" were the work of evening school scholars. The preparation of this work is not allowed to interfere with class instruction; in fact, it is volunteer home work. That as many as possible may be induced to prepare themselves, Mr. Wright has adopted the plan of allowing six or eight pupils to recite short selections on Friday evenings, containing valuable information or excellent advice. These are entitled "Scintillations;" several of these were incorporated in the Christmas programme. The progress of the young declaimers in oratory, and the taste displayed in the selection of the scintillations, were a fair test of the interest taken by the boys in this novel plan.

The compositions and essays were the work of the mem-

bers of the higher classes. They were sensible productions on live subjects, bearing signs of careful study. The essay on Modern Languages called forth words of commendation from several gentlemen present. Master Dempsey's composition on Novel Reading made a good impression, and was praised by Mr. Greateon. Master Prendergast delivered an oration which, considering the youth and size of the orator was a remarkable production. We believe that his fellow students will remember his advice. Masters Harris and Leopold Victor did their share towards the general amusement of the visitors. Victor's drollery was a complete success.

The exercises were brought to a close by the singing of "Cheer Boys, Cheer!" which shows what can be done by an evening school in the way of music by having a fruitful teacher.

The pupils of the Second Class surprised their teacher, Mr. H. M. Farrell, by presenting him with two elegant busts as a token of their respect.

The pupils then received an address from Commissioner Patterson, who stated that he was so well pleased with every thing that he would take occasion to refer to and speak of his visit hereafter. Mr. Greateon was next introduced. He reminded the pupils of the many advantages now possessed by school boys which were undreamt of in the days of the sand classes, and exhorted the pupils to put forward their best efforts to secure an honorable position by building a solid foundation during their school days.

Trustee Hugo Gorsch expressed his satisfaction with the results, and said he was interested in the welfare of the 10th Ward Evening School.

PROGRAMME.

Chorus—America: School.
Recitation—Battle of Beal an Duine: Nicholas H. Voss.
Composition—Novel Reading: P. H. Dempsey.
Chorus—Move Onward Thou River: School.
Parody—William Harris.
Composition—Evening Schools: Solomon Lichtenstein.
Chorus—Trip Lightly: School.
Essay—Modern Languages in Grammar Schools: H. Joseph.

Dialogue—Benedict and Bachelor.
Oration—Life Marks: Lawrence Prendergast.
Memories of Christmas: Leo Victor.
Chorus—Maltese Boatman's Song: School.

SCINTILLATIONS.

1. Look on the Bright Side: Master Lithaur.
 2. Make a Beginning: Master Cook.
 3. Benefits of Adversity: Master Ryan.
 4. Education: Master Mynn.
 5. How to be Somebody: Master Voss.
 6. How to be Nobody: Master Dempsey.
 7. Kind Words: Master Levy.
- Chorus—Cheer, Boys, Cheer: School.

GRAMMAR SCHOOL No. 3.

An interesting reception took place on the morning of the 24th inst. at Mr. Southerland's School. There were present Commissioners Beardslee and Farr; the latter gentleman addressing the scholars in an appropriate manner. The excellent order and evident attention given by the pupils would strike a visitor very pleasantly. This is one of the largest schools, and is noted for its thorough teaching and good discipline.

WILLIAM M. EVARTS, who was appointed to preside at the Inter-Collegiate contest in this city, will be unavoidably absent, and Rev. Dr. John Hall has consented to take his place. The contest takes place at the Academy of Music, January 7th. The prizes in Oratory (1) \$150 cash, or a silver wreath worth \$100 and \$50 cash; (2) \$50, cash; in Essays (each) \$100, cash.

ENFORCED EDUCATION.

THE compulsory education law, passed by the last Legislature and signed by the Governor, goes into force the first of January. Its special provisions have already been commented on in our columns. The requirements and the penalties are the very least that are consistent with the object the law contemplates, and err on the side of leniency rather than stringency. It is the initial measure of a great principal, which the next generation will recognize more fully than the present is competent to appreciate or prepared to apply; and if the law seems a trifling affair in comparison with the elaborate and perfectly developed system of Prussia and some other German states, it must be remembered that it is merely the needle which is to draw a golden thread through the fabric of American Society, when once it is fairly under way. As a matter of personal justice, the efforts of Mr. Dexter A. Hawkins of this city in securing the passage of this bill deserve public recognition; for without his personal interest and solicitation, his vast accumulation of facts that are arguments, and his sagacious diplomacy, it is a question whether the measure would have received even a respectful consideration.

Laws for the enforcement of universal education have already passed the legislatures of nine states, and a half-dozen other states have such laws under consideration. They indicate a long and important stride in the development of public sentiment and the true social idea. According to the old notion the child was the exclusive property of his parents, who could do quite as they pleased with their own. It was the old Roman idea of absolute ownership, and the parent could deprive his child of any privilege, require him to do any work, or beat or starve him almost at pleasure. This idea has lapped over the centuries and

civilizations, and has been reproduced in the papers of this city within a twelvemonth as an argument against the measure under consideration. But modern culture has taught us that the child belongs primarily to himself, and from the moment he enters into life begins to live on his own account, developing a responsibility he cannot shake off or divide, entering on a career which involves his own well-being and destiny; and neither parent nor guardian has the right to deprive him of a single advantage that may accrue to his welfare, or inflict a single penalty that may injure his faculties or embitter his experience. His parents are not his owners, but merely older friends, bound to him by the tenderest and holiest ties of affection only to serve him the more and the better. He is a moral and accountable being, and to injure him in any way is to mar his manhood and insult his Maker.

But the second idea involved in this measure is quite as important in itself and still more far-reaching in its consequences. It is the interest and property society has in every human child. For human beings belong to others quite as much as to themselves, and the well being of society requires the best possible nurture and training of every child born into it. Seventy-five years ago a pauper girl was thrown adrift on the world in one of our upper counties, and over two hundred criminals in our prisons and penitentiaries have descended from this wretched waif, preying on society in every possible way. Statistics show that illiterate persons produce thirty times as many paupers as the educated classes. Every child suffered to grow up in ignorance and vice becomes a trained enemy of society to recruit the dangerous classes which make war on property, and treat life as a plaything when it crosses the track of their greed or lust. The peril of modern society is at its bottom, not at its top. Society can protect itself against its worst foes only by enforcing education on all children alike. The property holders, who are taxed for the support of public schools, have a right to require that the costly privileges they furnish shall be utilized. But in order to make this wise law availing public sentiment must back its provisions and require their enforcement.—*Golden Age*.

THE *Sun* of December 23d says: "The teachers in Grammar School No. 17, in the 22d Ward, are fined for such trivial offenses as absence from their duties for a few minutes. From their salaries for last month sums were deducted varying from 25 cents to several dollars. The fines of thirteen female teachers in one department amounted to \$29.97, and the indignant ladies call this system of discipline downright persecution."

THE NEED OF ADVERTISING.

It would seem a work of supererogation in this newspaper world of ours to urge any one to advertise, especially in the great metropolis of New York, where so much advertising is done, and where every one is supposed to know enough to let his business friend know what he has for sale. Yet it is no exaggeration to say that thousands still neglect to perform a duty which self-interest alone should admonish them to be of paramount importance. And this too in the face of the fact that our most successful men have been those who have used newspapers as a means to an end; and that end has been in a great many cases a colossal fortune.

It is true that there are some business people who do not know exactly how to advertise, or who advertise so little that they reap but a small harvest from the seed they sow among the types, while others, keen to take advantage of every golden opportunity, realize immense profits from a little outlay. This being conceded, we would say to every tyro in advertising, avail yourself of such mediums as afford conclusive evidence that, if used they will achieve success, and when you advertise, do so liberally and attractively.

It is not our purpose in these remarks to go into any detailed statement respecting the ways and means of advertising; every intelligent reader is aware that in New York alone fortune after fortune has been built up by a judicious system of apprising the readers of newspapers where there wants may be supplied. No matter what the article has been, by advertising it intelligently, it has soon made itself felt, and if one individual can manage a community successfully in this respect, another can.

This journal, for instance, will make one point clear, whoever advertises in it will be sure to realize handsomely on the amount invested, for it will be widely circulated among teachers of our public and private schools, colleges and seminaries.

SHADOWS FROM THE WALLS OF DEATH.—Dr. R. C. Kedsie, from the Committee on Poisons, presented a book of specimens of arsenical wall papers, gathered from various sources, which he had inscribed *Shadows from the Walls of Death*. In connection with the subject, he cited several cases of poisoning from such papers, and that one sample of the paper presented no less than 1.16 grains of arsenic to the square foot of surface. He also submitted examination of 17 specimens of syrup, only two of which were pure cane syrup. The others were more or less diluted with starch syrup, and contained various proportions of lime, copperas and sulphuric acid.—*Sanitarian*.

SULPHUR BY THE MOUNTAIN.—A hill composed almost entirely of pure sulphur, with only fifteen per cent. of impurities, has been discovered 900 miles west of Omaha. The introduction of this sulphur into commerce will break the Sicilian monopoly, which for centuries has been a flourishing source of revenue to that island.

Continued from Fifth Page.

ing and selling goods. They become successful mechanics, because they understand how to put up the houses honestly and substantially, and how to use iron and wood, steam engines and the telegraph.

Do you wish to be a conquering hero? Be such a boy as George Washington was. Be such a boy as Benjamin Franklin was. Be such a boy as Abraham Lincoln was.

Leon. O is for Onward; a splendid word. And for this we can sing those lines we sang in our singing-class, the other day:

Onward and upward our motto shall be,
Earth has no home for the pilgrim and stranger,
Lured by temptation, encompassed by danger,
Home of the blest, we are passing to thee.

James. There, the N is done. If we hurry, we shall have time for some good games after we get this done. [Looks at clock.]

Harry. Who knows anything for N? Do you, Mary?

Mary. No, I never can say anything lengthy. I'll never do for a minister. [Sighs.]

Harry. Don't you, Christopher?

Christopher. Yes; N stands for Now. Of all times, of all moments, there is none so important as now. Has there been a great act done, it has been done in some now past and gone. It was now when Columbus discovered America; it was now when each of our brave soldiers volunteered. These nows are swiftly passing away. Have we some brave act to do, we must do it now. Would we be noble men and women, we must not wait till we are older, but begin at once, begin now.

Annie. What does Q stand for?

Jennie. Q stands for Question. I know that, for I have a great many asked me.

Louisa. So do I.

Georgie. Well, I know it stands for Quick, and that means we must work faster, or we shan't get done.

Annie. There is U, and for that we can sing our Union song:

"We are one and all for union,
North and East, and South and West,
All our States in loved communion,
Heart and hand with freedom blest.
Then join in the joyful hurrah,
Hurrah for the land of the free,
For the Union and peace, for freedom and love,
Hurrah for the land of the free."

Eddie. Then there is E, and I will tell you what it stands for: E is for Earnest. Those who would excel must be in earnest. Men must plow and sow before they can reap. Coal, iron, silver and gold must be dug out of the mines. For buildings there must be gathered stones and timber, brick, boards and glass; for knowledge there must be long and laborious study. But even toil is pleasant if done with earnestness. We have earnest teachers, and we mean to be earnest scholars. We are youthful sailors on life's great sea. Soon we shall launch our boat away. May our earnest endeavors be to reach the beautiful harbor of Heaven.

Clara. But now, R is done, and who has something about R?

Jennie. Let Maggie; she has not said anything yet.

Maggie. R stands for my doll, Rose.

I have a little doll, and I take care of her clothes;
She has soft flaxen hair, and her name is Rose;
She has pretty blue eyes and a very small nose,
And a cunning little mouth, and her name is Rose;
And a little sofa, where my dolly may repose,
Or sit up like a lady, and her name is Rose.
My dolly can move her arms and stand upon her toes,
She can make a pretty courtesy, my darling little Rose.
How old is your dolly? Very young, I suppose,
For she cannot go alone, my darling little Rose.
Indeed, indeed, I cannot tell for no one knows,
How beautiful she is, my darling little Rose.

Several Voices. Look at the S.

One. It is a handsome S.

James. I will tell you what it stands for. It stands for Study. Whoever would be a true scholar, must study hard. It is in this way that men finally become great. Some study a little while and then stop, but to accomplish much, we must study for many years. Study leads to success; and who is there that does not want to be successful? Now, to succeed, a boy must stick to his work, to his study; and to his duty.

And now, (drawing up the frame) we place our motto, dear friends, before you. We believe it is a good one, and that if we shall do anything to-night that will meet your approval, it is because we have acted upon that motto in our school.

SILICATE SLATES.—How any one can have the patience to use a paper memorandum book when they can purchase an elegant Silicate Slate for less price, is a problem that we cannot solve. Every business man, every teacher, and every scholar ought to provide himself immediately with a set of these slates.

A REALIZATION OF THE ARABIAN NIGHTS STORIES.

It would seem time and labor lost to a novelist to attempt to draw upon the imagination for romance, when a newspaper correspondent can write a description of what he has actually seen, and have it so full of all the elements of a magnificent love story as the following:

(Correspondence of the *Albany Journal*.)

DIAMENTINA, Brazil, Nov. 10, 1874.

The hour is midnight, and I have just come in a trifle jaded, but before retiring I purpose, while yet the facts are vivid in my mind, to give you some account of a wedding I attended this evening. It was a wedding, I make bold to say, the like of which was never celebrated on either continent. The high contracting parties to the marriage were Malia, only daughter of De Souza Cabral, the great diamond king of South America, and George Arthur Throckmorton, a native of Kentucky, United States of America, who, for the past five years has been successfully engaged in railroading in this country, with headquarters at Rio Janeiro. De Souza Cabral is principal owner of nine of the richest diamond mines in South America, and from them in the aggregate, he derives an annual income of not less than \$20,000,000. His interests in gold mines probably amounts to as much more, and I am cognizant of the fact that last August he sold a one-tenth interest in the celebrated Bahia Mine—of which, until then, he had been sole proprietor—for \$3,500,000, gold. His diamond interests in South Africa and Siberia he lately estimated under oath (in some legal proceedings before court in Minas Geraes) at the enormous sum of \$50,000,000! He has, beside, a great *penchant* for real estate, and I was but recently informed by one of his agents, a thoroughly trustworthy man, that Cabral's rentals in London and Glasgow alone yield over £150,000 annually. In 1868 he purchased the patent of a machine for making eyelets, from a poor fellow whom he found starving in a garret at Maranham, for such a bagatelle as \$183. To-day the machine is extensively used all over the world, and Cabral draws \$2,500 a day from this source alone. And then there are his sewing machine royalties that yield him something over \$5,000 a day. [The correctness of this last item is vouched for by a friend of mine, who is the manager of the leading sewing machine company in Brazil.] Indeed it is easy to tell what he is interested in, but hard to think of something, that is anything in which he is not. It would be a puzzle to name a leading railroad in South America or England in which he has not a stake. He takes in something over a million and a half a year from his steamship stock, and probably twice as much more from other sources. A cool, clear-headed man of sixty, six feet high, straight as an arrow, with an eye like an eagle, a judgment as unerring as fate and a decision as quick as the lightning, with superb nerve, unconquerable boldness, and an apparent incapacity for blundering. De Souza Cabral stands to-day the wealthiest man on the globe. He was lately asked by an intimate friend, in my presence, if he had any conception of the sum total of his possessions? He thought for a moment and then quietly replied: "I could not swear that I was not worth—presuming that I could realize on all my property—\$50,000,000,000." He made this astounding exhibit with perfect *sang froid*, but I must confess that as he spoke I felt something very like pity for him. I could not but think how specially difficult it might be for him to satisfactorily solve the problem of the camel and the needle's eye.

I would not have devoted so much space to the father of the bride of this evening were it not for the fact that otherwise the account that follows of the wedding might be received with incredulity. The bridegroom, young Throckmorton, is descended from one of the oldest and wealthiest families of the "blue grass country," as he loves to call it. He came to Brazil with a matter of half a million in his own right, and since has prospered famously, so that to-day he cannot be worth less than \$6,000,000. But a poor pittance in comparison with his father-in-law's overwhelmingly gigantic fortune, but still quite sufficient to relieve him from the imputation of marrying the heir Malia Cabral for money. He met her first a year ago at a ball at Pernambuco, and the result was a case of love at first sight on both their parts (at least, so "they say.") They make an exceedingly prepossessing couple—he tall, broad-shouldered, yellow of hair and mustache, and she a tiny, graceful, lovely faced brunette.

And now if I but had the pen of a ready writer to describe to you in fitting terms the unqualified and immeasurable pomp and circumstance of their wedding. But alas, I cannot, and as I cast about for a beginning of my narrative I am much embarrassed with the riches that waits to be treated of. There were the invitations, for instance. They were written on parchment by artistic hands, in quaint text, exquisitely illuminated. Instead of being inclosed in paper envelopes they were sent to their favored recipients each in

its dainty box of sandal wood. These boxes, 1,000 in number, were manufactured to order expressly for this wedding at Canton. Each one of them was furnished with a lock and key of solid gold, was exquisitely carved with Cupids and hearts and other designs appropriate to the occasion, and cost \$150. My own invitation lies beside me as I write, and I catch the delicate scent of the sandal.

The residence of the great Diamond King, at which the wedding took place, is situated a little over half a mile from Diamantina, which is, you know, the chief town of the diamond district. I may attempt to describe its magnificence in another letter; let it suffice to say now that the house is the complete realization of the ideal castles of the regulation English novels, and that the grounds connected with it are the last expression of nature at her loveliest, reinforced by art at its most consummate. This evening the place seemed a paradise. Wax candles by the thousands, each caught and held in its place by a bronze figure, flooded the rooms within and the miles of grounds without, with a soft yet brilliant light. Here and there, on the green slopes, or in the rustic bowers, or at the edge of some romantic ravine, large music boxes, imbedded and completely hidden from view in moss, played a soft and dreamy accompaniment to the voice of the fountains. One hundred music boxes were employed in this service, and the tunes that were pricked on their cylinders were composed especially for the nuptial night by no less celebrated a musician than Liszt. He received a draft of \$25,000 for his wondrous work, and who shall say that he did not earn it? Certainly no one that listened to the music, which was little short of heavenly. The music-boxes will be distributed on the morrow among the bridesmaids and other guests of this evening, as unique remembrances of the wedding. Each one of them was imported from Paris, is cased in mosaic, and elaborately finished in gold, silver, and a variety of precious stones. The hundred boxes cost as many thousand dollars. The drawing room in which the Kentuckian and his "dark Brazilian bride" were made one flesh, had one feature in its adornment which elicited the most fervent expression of delight and amazement from all who were present. I allude to the decorations of the four walls. They were one mass of full-blown white camellias from floor to ceiling, and a good sized diamond was inserted in the centre of each to cunningly counterfeit the dew drop. The effect was simply ravishing. "Words and phrases," as Mr. Webster said of eloquence, "may be marshalled in every way, but they cannot express it." Its every suggestion was sweetness, and light, and purity. It is estimated that the adornment of this one room called for an expenditure of not less than ten millions of dollars. No diamond was given the role of the dew drop that was not white, and perfect "as the bosom of a star."

The entire distance from the Cabral mansion to the nearest railroad station something less than a quarter of a mile, was literally a way of flowers—not under foot, but in graceful arches overhead. Thus, a long, snow-white bower, fashioned entirely of roses, was the connecting link between the drawing-room and drawing-room car. The demand made on Flora for the materials for this picturesque covered way was unprecedented. The flower bill for the wedding—exclusive of the item of hand bouquets—amounted to \$50,000. But the strangest thing in regard to this bower I have yet to tell. Its floor for the entire length was covered with camel's hair shawls, to my own mind a piece of preposterous, aye, wicked extravagance. But the father of the bride declared that so long as it was his only daughter and only child whose marriage he was celebrating, he would send her out of her home to the steam carriage that was to carry her away from him, over a pavement not likely to be imitated in the future history of marriages in South America. The shawls for this extraordinary purpose were purchased in London, the order being for "the best that can be had for gold," and the bill for the item amounted to the enormous sum of \$568,500. After the bridal party entered the train the shawls were gathered up, and to-morrow they will be distributed among the poor of the district.

And now a few words about the bride's presents. They were, by actual count, 1,840 in number, and the greater part of them, I noticed, took the form of either gold or diamonds. The mother's gift was a dinner set of 280 pieces, of solid gold. Each piece bears the monogram of Cabral and Throckmorton in diamonds. The cost of this proof of maternal affection was something over \$4,000,000 in gold. In addition, Mme. Cabral gladdened the bride's heart with 1,000 yards of point lace; 365 morning, afternoon, and evening costumes, one for each social division of every day in the year; and, to crown all, a certificate of deposit issued by the Bank of England—England being the objective point of the bridal tour—for £1,000,000. Does this last item seem the very apotheosis of prodigality? It does seem so until you hear what the father did for his darling, and then it takes a subordinate position. He gave her title-deeds of a magnificent town and country house in all the leading capitals of the world, and the more famous watering-places. These many mansions are thoroughly furnished, and in each—as a tender reminder to Malia of her maidenhood—there is an apartment that exactly corresponds

in furniture and adornments to her own room at her father's house. Not contenting himself with this display of his bounty, Cabral presented her with as fine a steamship as could be built on the Clyde, with full complement of sailors under contract for ten years' service, and with salaries paid in advance for the full term; one dozen milk-white Arabian horses, and—this as a joke—1,000 pounds of caramels, a confection for which the bride is said to have a pronounced liking. But his crowning gift was a necklace that deserves to rank among the enumerated wonders of the world. Sixteen years ago, soon after Malia's birth, he began to collect the diamonds of which it is composed. Whenever or wherever he heard of a marvelous stone he was on hand in person or by agent, and secured it. He had all Europe, Asia, and Africa ransacked in behalf of the proposed necklace, and at one time actually made overtures for the celebrated Pitt diamond, which cost the Duke of Orleans, according to history, \$675,000, and which Napoleon at one time wore on his sword hilt. He was baffled in this attempt, however, much to his disappointment, but after ten years of unremitting hunting he at last got together thirty of the largest and purest diamonds in the world, no one of which was much inferior to the Pitt gem. Taking these to Amsterdam, he summoned the best talent in that city, famous for its diamond-cutters, and stated what he desired—which was that each one of the thirty stones should have a fantastic face cut upon it, Amsterdam at first said that the task was more than herculean—that it was impossible. But when Cabral stated the stupendous sum he was willing to pay for the fulfillment of his wishes, Amsterdam reconsidered and consented to do its best. It did its best for five years, day and night, and the result was that a week before the wedding, the diamonds, cut, carved, set on a golden string, and all ready to embrace the snowy neck of the bride, were placed in the hands of the jubilant Cabral. I happened to be present when Malia first was shown the necklace, a couple of days before she was married. She wore a black silk at the time, and the father, after throwing the brilliants, that contrasted so strongly with the color of the dress, over her head, stepped back a few paces to notice the effect. Having gazed at the flashing necklace for a minute or so he suddenly broke into a loud laugh and cried out merrily, "My dear, on my life you'd do for the head-light of a locomotive." This necklace cost De Souza Cabral stones, cutting, and carving, \$116,000,980.88. Cabral showed me the receipt yesterday, so that I am able to state the exact figures. And yet this doting father, in naming the cost to me, added that he would willingly have paid what he did twice over rather than have missed his aim, or being unable to give his darling the wedding present he designed for her while yet she was in her cradle. There you have the man in his unbounded expenditure of money to obtain his ends, and in his absorbing love for his daughter.

You must not expect from me any description of the ornate and bewildering toilets worn at the wedding—no, not even of the bride's rare raiment. I do not understand such matters, and, venturing to discourse concerning them, likely enough I should call lace gimp, and peasant-waists polonaises. Let me briefly state that, so far as I could judge, the great heiress was married in clothes befitting her position. I am indebted to a lady guest for the information that her dress was of point lace, flounced, or rather garlanded, to the waist with strings of seed pearls, with the voluminous train edged with a filagree of gold thickly set with diamonds. Her neck was circled by her father's wonderful offering, besides which there were diamonds banded on her hair and in bracelets on her wrists. She was certainly the most blazing beauty I ever gazed upon.

There was one feature of the wedding arrangements which struck me might better have been omitted entirely, or at least very materially modified, but which, nevertheless, in the mock it made of expense, was quite in keeping with all the other features. I allude to the phenomenally hospitable provision made for the hackmen who drove the guests to and from the festivities. On the velvet lawn just outside the Cabral mansion, a dozen or more exquisite Sevres vases were set—corresponding in size and shape to an American peach basket—each one of which was heaped to the brim with the gold coin of the country. The drivers as they dropped their loads had their attention called to the currency in the vases, and were cordially invited to help themselves *ad libitum*. As often as the vases were emptied they were promptly replenished by servants detailed for that sole purpose. One of the hackmen responded so heartily to the invitation that when the time came for him to drive back to town he was forced to request his two passengers to favor him by taking a seat on the box. He explained, not without blushes and stammering, that the inside of his coach was occupied by the gold pieces he had accumulated during the evening; and that he would not have taken so many had it not been for the thought of a sick wife at home. Having listened to him, his load, before mounting the box, returned to the house and related the incident to Cabral, who was so touched at the mention of the sick wife that, on sudden impulse, he proposed a subscription for her benefit. The response was general, and in a short time the snug sum of \$10,000 was raised among the guests, to which Cabral added his own check for \$40,000 more, saying that he did not wish any heart to be sad on that joyful occasion. When the \$50,000 were handed to the hackman, "a cordial for your ailing wife, my man," as Cabral put it, he burst into tears, declaring that their never was such a man in the world as De Souza Cabral. And he was right.

But here I must stop, for I have already written you a long letter. A thousand and one things connected with the wedding, each worthy of note, must go undescribed—at least until another occasion. But from what I have told you, you must judge of the proportions and quality of what I have not told you—*ex pede Herculem*, you know. Ah, if my old friend, Senator Webster Wagner, could have seen the bridal drawing-room car in which the bride left home, with its exterior composed entirely of carved ivory—but I find I have just time to save the 3 A. M. mail.

RICHARD SCUDDER.

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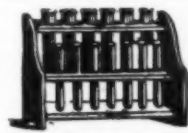
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The Press on Education.

HOW WOMEN MAY ATTAIN SUCCESS.

SIR: As one of doubtless many persons in receipt of frequent communications from unknown correspondents, I seek a little space in your columns to address the class of my own sex from whom, so far as I can personally testify, these letters come. Of their writers the more ambitious are invariably in search of "a career," the others in quest of another employment, or a different allotment in life from that which falls to their share to-day. The one point in which they essentially agree is that they expect to obtain the career, or the employment, not through their own persistent effort or special attainment, but by the help of some one else. They desire to be lifted from obscure paths to the heights whence they may address a waiting world, or from hard paths wherein they walk painfully to cool meadows and beside still waters. For answer to what is said in differing shape, by almost every one of these seekers, I desire to compress into the briefest possible space the record of three women's lives, who, in widely different walks of life, have done worthy work and gained a success worth having, and to deduce from that record the lesson of which my correspondents seem most to stand in need. Of one only of these three women do I give the name, since her work was done in the public eye, and she has within the last year passed from the reach of earthly plaudits.

Dr. Ann Preston's name and fame are identified with the Woman's Medical College, and Woman's Hospital of Pennsylvania. Exceedingly delicate in her nervous organization, and slight and frail in frame, she had no great resources of physical vigor and vital strength which might make work seem pastime to her. Still less had she the advantages of high school instruction and special training, for want of which so many of those whom I address sigh that their life is wasted. Whatever was to be gained, first, at a district school somewhat above the average, then at an unambitious Quaker boarding-school, she made her own. Then she found her time and her labor needed at home, and she gave both cheerfully and unsparingly. She was sole daughter and sister in a family which comprised her six brothers, an invalid mother, and a father far from rich in this world's goods. But she lost no opportunity of informing her mind, of exercising thoughtful judgment, of exchanging and comparing thought and opinion with others. She had few idle hours and no wasted ones. And as the result of her application and self-discipline she had a wider and more varied knowledge, a riper and wiser mind, than are often possessed by those upon whom the advantages of universities and of special training-schools have been lavished. She was thirty-six years old before she was free to enter upon any other career than the circumscribed one of her country home. At the same time the Woman's Medical College was opened in Philadelphia, and, at an age when almost all women and many men think it too late to enter upon untried paths, she became a student there. Two years after her graduation her resolute, persistent, unflinching energy had gained her a position which brought about her election to a professor's chair in that same college, and she shortly afterward became Dean of the Faculty. It is not my purpose to dilate upon her further career. It is sufficient to indicate the fact that a large number of the leading physicians in the city of her residence came to look at last with favorable eyes upon the entrance of women into their profession, mainly through the influence of Dr. Preston's character and success. What I desire to make prominent is the fact that it was character, self-discipline, persistent energy, not any extrinsic advantages or adventitious circumstances, which wrought that success.—*New York Tribune.*

The Educational Press.

THE RESULTS OF THE AMERICAN EDUCATION NOT PERMANENT.

THIS lack of durability in the results of an American education is a thing bewildering and sorrowful. The saddest experience of a teacher's life is often to meet again in after years the men that were once as children in his hands for education. Then they were perhaps ambitious for knowledge, eager in learning, happy in their apparent intellectual progress. But how is it with them now? I leave out the vast multitudes that end their education in the lower schools. Try a class more highly favored. Enter in imagination into the house of an average man, that was some ten years ago the graduate of an average college. You will find him over head and ears in the cares of business life, eager in money-getting, care-worn and dyspeptic. In the rooms at home, where his life is passed, there are newspapers lying about and perhaps a magazine. But the few books that are there are shelved behind glass doors, so as not to be rashly dis-

turbed; and his whole library, with the volumes counted in that he brought back from college, is not equal in value to the carpet upon his floor. The talk of the man is like his dwelling. His interest is alive only when the conversation touches on his business, his church, or his politics. He has ceased, or perhaps he never began, to be a reader. He has ceased to care for books. He has ceased to think upon questions of philosophy, or to follow with even a languid love those unselfish and inspiring lines of reflection that culture opens to the soul. In his own business he may show a sharp intelligence; but the exercise of the mind for its own delight, the reverence for great ideals, the joy to be felt in the mastery of great men's thoughts, the happiness that springs from following the wit or the wisdom of a poet, all these are become things unknown, or things despised. His life passes in hours of business, hours of idleness, and hours of sleep. Thus he, that ought to have been a man of culture, is sunk into a creature half-sensualist, half-drudge. But you will find all our country full of such cases of a sham education brought to shame. Is there not therefore in the system that works out such results a fundamental blunder somewhere.

For, as I take it, the political and social aim of education is to create in society a class of cultivated men so powerful as to keep ignorance in check, and to lead the mind of the nation toward wisdom. Upon the existence and power of such a class is staked the very life of the modern State. For the State is become too complex for fools to govern it safely. With men of culture, so diffused throughout society as to control the passions of the vulgar and to lead the opinions of the multitude, there is for the modern State an upward progress, grand and indefinite, toward the goals of civilization. But, when the leaders are not there, the mighty host is already defeated. Bereft of such a class, society, as a prey to all passions and to all delusions, must find itself, like the maddened swine, driven down in shameful frenzy to its death.

There is no need to show in detail to what results this evil has worked itself out in America. You can see the lack of number and of influence in our cultivated class, by the fact that power in money, power in society, power in politics, has lodged itself almost altogether in the hands of the ignorant. You can see it in the fact, that the collective action of our people, as expressed in its government, is almost always undertaken in folly and carried out in violence. You can see it in the supremacy of vulgar passions and in the corruption of the public service. You can see it, I grieve to say, too plainly in the fate of the high civilizations that in South Carolina and Louisiana have been trampled down by the hoofs of brutal savages. Yet, when we see all this, we have not seen the ending; for, unless we teachers can mend the matter, there is in this American succumbing of the educated to the ignorant, or the wise to the foolish, the doom of our civilization. If we cannot turn our schools into schools of solid and abiding culture, if we cannot send out our scholars to be for all their lives reading and reflecting men, then our future, amid all the phosphorescence of its material prosperity, is to be involved in a spiritual barbarism that will admit no remedy.—*Va. Journal of Education.*

Book Notices.

GRADED SINGERS.—BOOKS ONE, TWO, THREE AND FOUR. O. BLACKMAN AND E. E. WHITTEMORE, PUBLISHERS. JOHN CHURCH & CO., CINCINNATI.

These books are evidently prepared for a special purpose, that of teaching music. There is not a singing book now published, but has in it a "course of instruction," yet it must be said that the mixing up thus of music and instruction is fatal. Music, like every other art, needs long and careful study, and therefore suitable books to teach the elements of the art should be arranged in a progressive and systematic manner; they should, like an arithmetic, be full of examples or exercises. In this respect the series before us is an excellent one. We are not certain, however, that it begins simply enough. We would suggest an introductory book yet, where the exercises should be written on a single line to begin with.

SWINTON'S LANGUAGE LESSONS. NEW YORK, HARPER & BROTHER.

We heartily approve of the method adopted in this series which begins at once on the structure of the sentence. The place that is conceded to these books will depend on the breadth of views possessed by the teacher. One brought up to think the "chief end" of study in grammar is to learn to parse, will of course think they fail; one who believes that a higher object for the teacher is to give the pupil a knowledge of language "will find food for meditation" among these volumes of the Language Series. The stumbling-blocks in the way of young learners are the tech-

nicalities of grammar; to make the sound of case, gender, person, and number successfully as to nouns, and of class kind, mode and tense as to verbs requiring months of drilling, and then what is gained. In this work, may be learned such terms as children can understand. We need only say that teachers who are not of the stereotyped order find these books most valuable. A Western friend writes, "They are unapproachable."

AN INTRODUCTION TO ASTRONOMY, DESIGNED AS A TEXT BOOK FOR THE USE OF STUDENTS IN COLLEGE, BY DENNISON OLMSTED, LL.D., REVISED BY E. S. SNELL, LL.D. PUBLISHED BY COLLINS & BRO., NEW YORK.

The old edition of this work took first rank as a text book, for in his day Prof. Olmsted had no superior as a teacher. He was a man given in powers of illustration, and we regret to say that there seems to be no successors to those New England teachers who lived twenty and thirty years ago. The book he wrote was a clear and eloquent statement of the wonderful facts concerning the heavenly bodies and their relations. Prof. Snell of Amherst College has ably revised the work and added many things of great interest to the student. He has made some points even clearer than Prof. Olmsted, so that it is for colleges a book of the greatest merit.

A SERIES OF NEW GRADED ARITHMETICS, BY JAMES B. THOMPSON, LL.D. CLARK & MAYNARD, No. 5 Barclay street, New York.

The President of a prominent educational institution in Massachusetts recently stated that students applying for admission to his school were not so well fitted in arithmetic as applicants were twenty years ago. Students familiar with matters not necessary for their higher course or for business, failed in the all important one of arithmetic, and so labored at great disadvantage. Too little attention has been paid to a study which is and always must be the corner stone of a business or scientific education. He has not been thoroughly taught the reasons for operations, and any one forgetting that the *how* to do a thing depends upon understanding *why* it is done. Since educators are taking the extraordinary ground that it is not important for the pupils in our schools to become acquainted with reasons; that it is sufficient, if the attempt is made, to teach them merely the mechanical work of arithmetic.

Dr. Thompson's new Series of Arithmetics seem to us uncommonly well adapted to aid the pupil in understanding this study properly. The simple manner in which a subject is presented, reveals the author as a skillful teacher. There is an abundance of well-graded, straightforward examples, enough to fix well in the minds of the pupils the principle previously illustrated.

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We cordially recommend them to the careful examination of all teachers.

H. W. ELLSWORTH & CO., 142 GRAND STREET, THE INDOMITABLE PUBLISHERS OF COPY BOOKS, have just issued a new series of their inimitable tracing copy books (first introduced by them), which are designed to consolidate and supersede their several previous editions.

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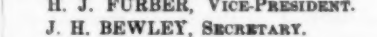
We are confident that their examination and use will inaugurate a new departure in teaching this most vexing subject, which cannot be but welcomed by thoughtful teachers. Their size and shape as well as price, commend them also. We are informed that they are now procurable in the usual manner from the Depositories of the Boards of Education, where this system is adopted.

THE FRANKLIN READERS. BY HON. GEORGE S. HILLARD, LL.D. BOSTON: BREWER & TILESTON.

Mr. Hilliard's old series of readers met with great favor and were extensively used throughout the country; the new series named—the Franklin—have many merits not found in the first. These are, first, a careful graduation of the reading exercises, in which, together with the selection of the exercises itself, consists the art of rightly preparing suitable reading books. We notice that the exercises in the first and second reader are interesting and calculated to give pleasure to the young pupil. The higher books have *drill* exercises as in the old series, and these are of real value in the hands of good teachers; we regret that so many pass by these admirable means for developing the voice.

NOW-A-DAYS school houses are not reared in a day—far different are they from the log cabins where previous generations managed to eke out a cold, comfortless, yet not a shallow education after all. A town is satisfied with nothing short of a well built and carefully appointed schoolhouse, and it must be in its lowest stages if it can not boast such. Everything about it should follow out the strictest conformity—let not a handsome schoolhouse be marred by cheap and homely furniture—if the idea is to be saving of expense, it should be understood that good things have never yet proved but cheap. The School Furniture Company of 111 William street have a desk which in its simple and perfect adaptiveness answers all the demands for a desk of convenience, durability and beauty. It is far from being expensive, and would pay for itself in the mere satisfaction it would afford those who were taxed. Furnished with such a desk nothing seems wanting—the schoolhouse meets the approval of all and is the principal ornament of the town.

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Book Notices.

INTRODUCTION TO ALGEBRA, BY PROF. EDWARD OLNEY, OF MICHIGAN UNIVERSITY, AND AUTHOR OF A COMPLETE SERIES OF MATHEMATICAL TEXT-BOOKS. ONE VOL. 12MO. SHELDON & CO., NEW YORK.

The wonderful success of Prof. Olney's mathematical series is, perhaps, without precedent. Their first publication was commenced not over four years since, with the Calculus, and yet they have already obtained a foothold in a large share of our best colleges and schools. Though a Western man, and then unknown to fame, some of his series were adopted almost at once in Harvard, Amherst, Yale, Dartmouth, and Vassar Colleges and Cornell University, and many leading schools in the Middle and Eastern States. Prof. Olney has made a new departure in the way of mathematical teaching. He is a thoroughly original man, and has succeeded in making the most difficult parts of mathematics clear and easy of comprehension to the ordinary student. The little book before us is designed for use as a primary or first book in the study of Algebra, with pupils having insufficient maturity of mind to enter at once upon the author's COMPLETE SCHOOL ALGEBRA. The treatment of the subject is in accordance with the true method of teaching. The development or the idea precedes the abstract statement of the definition and the naming of things. The young scholar really gets a clear idea of the meaning and object of Algebra before he is aware of it; in this way a love of the study is early developed. Prof. Olney has the true spirit of a teacher. In appearance, the book is a perfect gem, printed on tinted paper, and in large, clear type, it presents a most inviting appearance to the eye. It contains just enough to furnish the student with a thorough elementary knowledge of the subject. As a first book in the study of Algebra it cannot be surpassed.

A MANUAL OF GESTURE, EMBRACING A COMPLETE SYSTEM OF NOTATION, TOGETHER WITH THE PRINCIPLES OF INTERPRETATION, AND SELECTIONS FOR PRACTICE, BY ALBERT M. BACON, A.M., PROFESSOR OF EDUCATION. S. C. GRIGGS & CO., CHICAGO.

This work has been prepared by a practical elocutionist for actual use by those who are learning to declaim. Every teacher of elocution must have been greatly perplexed by inquiries as to the "gestures," and it is often a matter that the teacher, for want of definite information, leaves to the pupil's own discretion, much to his regret afterward. Poor gestures have spoiled many a beautiful piece of poetry. This book of Mr. Bacon's is one that will greatly assist the teacher, and to the student himself be of the highest value. Gestures are of five different kinds, Designative, Descriptive, Significant, Assertive and Figurative. Gestures should mean something definite. As commonly used, they are mere motions or movements of the hand without any meaning whatever. How full of force are the gestures of deaf mutes; and this is because something is meant by each gesture. A child who is perfect in his senses should gesture as well as one who is imperfect, and he would, if his teacher should take the pains the teacher of the deaf mute does. There is a system and method in these movements of the arms and body, and the teacher will find essential aid in this book. The examples given are carefully illustrated, and the book made servicable by a system of notation.

FOURTEEN WORKS IN HUMAN PHYSIOLOGY, BY J. DORMAN STEELE. A. S. BARNES & CO., NEW YORK.

Mr. Steele has in his series of Text-Books on Philosophy, Chemistry, Astronomy, Geology, and Physiology, done the cause of education a real service; if no other, it has set our authors to making "small books." Too much has been attempted in all of the subjects of study. In Arithmetic and Geography, and Reading, the matter has been managed with something like an appreciation of the pupil's needs. And this series of books the author simply intends as first books. Now a book that presents a subject to a pupil for the first time does a positive injury if (1) it does not interest him in and (2) make the subject plain. The teacher cannot be wholly blamed if a student is uninterested and prejudiced, for the scholar spends a long time in the society of the book; the recitation period is limited. Authors have too often given definitions that needed again to be defined; they wrote rather for the eye and critical judgment of their fellow teachers than for the pupil.

This work on Physiology is prepared for practical use. It is designed to instruct young people in the principles that underlie the preservation of health. Besides there is given an account of the most common diseases and accidents. Many a pupil has studied physiology, and yet when asked what a cold is, and how it should be cured, or what a burn is, and how treated, has found himself unable to answer. Many of the subjects treated have associated with them collateral information which, while important, is secondary—this is here placed (wisely) in foot notes. We invite attention to, not only the book, but to the entire series prepared by this

author. Himself an enthusiastic teacher, he has done the profession a benefit with his pen that teachers have not been slow to perceive, and his books have had an extensive sale.

FIRST LINES OF ENGLISH GRAMMAR, ALSO THE INSTITUTES OF ENGLISH GRAMMAR. BY GOULD BROWN. A NEW EDITION REVISED BY HENRY KIDDLE, SUPT. OF NEW YORK CITY SCHOOLS. WILLIAM WOOD & CO., NEW YORK.

Both of these volumes have been before the public for about thirty years, and their merits are well known. The favor with which they were received was owing wholly to the very methodical and accurate scholarship employed in constructing them.

System was apparent in every part of the work; there was fullness also, so that any reasonable teacher could obtain direct information upon nearly every difficult and perplexing construction in the language; there was evidence of sincere and exhaustive labor, too, in the notes and observations. All these features gave the book a rank among those able to judge, and it has not lost its prestige, although many other excellent volumes on English grammar have been prepared. A good lesson might be learned from this by those who are anxious to make text books. The reason so many school books have an ephemeral life is simply this—they are flimsy in the texture of their thought. A text book that is to be placed in the hands of teachers who are to hold it while pupils recite from it, must be in every sense perfect, or it challenges criticism; the instructor must not perpetually feel himself superior to the writer, as he will if the volume be defective in statement, arrangement or style.

As to the specific virtues of these two treatises on Grammar, we have not space to say what we could. We believe, them to be well adapted for schoolbooks, complete and thoroughly revised.

Supt. Kiddle has added to the usefulness of this book by inserting examples in analysing and parsing; and in several places his experienced hand has made those improvements demanded by a critical and exacting age.

OUTLINES OF THE WORLD'S HISTORY, ANCIENT, MEDIEVAL AND MODERN, WITH SPECIAL RELATION TO THE HISTORY OF CIVILIZATION AND THE PROGRESS OF MANKIND. BY WILLIAM SWINTON. NEW YORK AND CHICAGO: IVISON, BLAKEMAN, TAYLOR & CO. 498 pp. PRICE, \$2.00.

The aim of the author is well set forth in this title; he does not attempt to give merely, or chiefly, an account of royal personages, of battles, and political changes. Our historians have concerned themselves about these things far too much. In the preface the author treats of "History in its Modern Sense; that is to say, history as a showing forth of the life of nations, in place of history as a mere biography of kings, or the records of battles and sieges, of dynasties and courts." This is the history he has here tried to write; and we certainly regard this effort as very successful. He devotes 56 pp. to the Oriental Nations; 64 to Greece; 79 to Rome; 91 to the Middle Ages; and 135 to Modern Peoples, and brings the history down to the close of the Franco-Prussian war. The maps and pictures are numerous and instructive. The author very properly bases history on geography, and accompanies his maps with questions. Many of his pictures are intended to be portraits of historical characters. We commend the marginal notes or titles as invaluable help in remembering the text. Much of what is commonly given as history—dates, battles, campaigns, lists of sovereigns, &c., is here presented in a tabular form. These tables are compact, well arranged, and easily understood. The arrangement for reviews at the end of many of the sections is good. An excellent feature is the list of ancient deities, and of eminent men. These lists present short biographies, and will save much labor with reference book. The lists of great inventions, with their dates, are of similar value. The index is quite full, and good. We confess to a belief that this book is about as good a one as can be made.

THE FOURTH READER, BY E. A. SHELDON, PRINCIPAL OF OSWEGO NORMAL AND TRAINING SCHOOL, AND AUTHOR OF "ELEMENTARY INSTRUCTION" AND "LESSONS ON OBJECTS." NEW YORK, Scribner, Armstrong & Co.

The author of this volume is undoubtedly not surpassed as a teacher, and a good teacher is by all means the man to prepare a text book. It is hard to say just what a Reader should be; the idea the American teacher has of it is mainly as a repository of *pieces*. The Readers mostly used, therefore, are filled with selections from our best authors, and in very many cases those that are far beyond the capacity of the young person who is to read them.

We have been rather startled to find so many of our newer Readers acknowledging their indebtedness to Osgood & Co., of Boston, for "pieces;" and we find that Prof. Sheldon does the same. Why is it, we may ask, that that house alone publish just what the young people can understand?

We can heartily commend this book as one that will be serviceable, for these reasons: Its selections, and the clear, open appearance of the page. The articles, as far as we have read, are such as may be understood by classes in

the Fourth Reader. There are forty-one illustrations, some of which, such as those on pages 122, 124 and 125, are valuable for the practical information they contain.

A HIGHER ARITHMETIC. BY G. P. QUACKENBOS, LL. D., UPON THE BASIS OF THE WORKS OF G. R. PERKINS, LL. D. D. APPLETON & CO., NEW YORK.

With the works of George R. Perkins we are well acquainted. He was my instructor in a branch of science in which he was an adept. Few men can teach mathematics as Prof. Perkins, and at the same time understand them so well. This book is on the basis of what in their day were really very remarkable volumes. Few know the debt they owe those two pioneers—Prof. Charles Davies and Prof. George R. Perkins. The books that to-day are displacing them have them "as a basis;" and so each generation goes on, unmindful of the debt it owes to the preceding generation.

This book has a valuable peculiarity—that of gathering in its pages much matter of interest and information. We subjoin several of these: Page 31, Adding Ledger Columns; page 32, Finding a balance; page 153, Federal Money; also Taxes, Interest, Exchange and information on a great variety of subjects of the highest importance to the business man. We are greatly pleased with the treatise and commend it to teachers.

IDIOMATIC KEY TO THE FRENCH LANGUAGE. BY LAMBERT & SARDOU; 12MO. ALBERT MASON. NEW YORK, 1874.

A book of this nature is indispensable to the student of French, inasmuch as language does not consist of grammar and vocabulary, as usually considered in our schemes of education, but there is a third part—phraseology of idioms, that is collocations of words wherein the language of the learner does not agree with that of the teacher.

To make an idiom requires two languages, and a discrepancy between them, not grammatical nor lexicographical. *J'ai froid* is a French idiom for an English student, but it is not a French idiom for an Italian student. Foreign idioms do not necessarily violate the principles of English grammar, nor exceed the resources of the English vocabulary, but they contradict habits of using grammar and vocabulary which have become second nature to us, and hence foreign idioms are impossible to invent, difficult to understand, and repulsive to us after being taught. Nevertheless, we must familiarize ourselves with them, or the most extended study of a foreign grammar and vocabulary will not enable us to use the language.

Unfortunately, we are not able to recommend the learner of French to avail himself of the present book as much as we could wish; for a large number of important idioms are omitted. The book, however, is all that can be desired in a typographical point of view. The print is clear; the paper unusually good, even if it were not a text book; and its entire "get up" is greatly to the credit of the publishers.

PAYSON, DUNTON AND SCRIBNER'S WRITING BOOKS, AND BARTHOLOMEW'S DRAWING BOOKS. The public value both of these series very highly, and justly, too. For a careful grading of exercises, beautiful formation of letters, the writing books have received the highest commendation. The drawing books have been lately revised, and nothing now to be desired has been omitted. We commend the practical character of the studies, the graceful outlines, and the help afforded to the pupil to ensure his success.

THE NORMAL DEBATER, DESIGNED FOR COMMON SCHOOLS, ACADEMIES, AND COLLEGES, BY O. P. KINSEY, PROF. OF ENG. LITERATURE IN LEBANON NORMAL SCHOOL. CINCINNATI, GEO. E. STEVENS.

This little volume has been prepared by a conscientious teacher, for a specific purpose, and the work is well done. It ought to meet with a large sale, as there are hundreds of young men who are eager to get the instruction its pages contains. We do not think it is a book to be used in schools, but we do think that many a teacher could get his large boys together on evenings and instruct them in the mysteries of holding meetings, conventions and debating societies.

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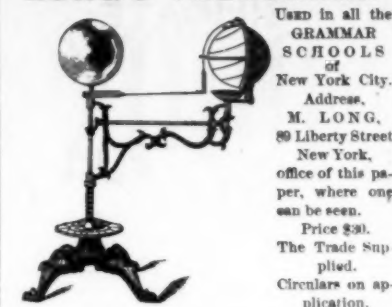
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